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ABSTRACT

This ungraded, elective English program is based on the division of each school year into six 6-week units. The first unit of the six--on composition--is required of all students separated into graded classes of Freshmen through Seniors. In the other five units, certain elective courses are offered to Freshmen and Sophomores and others to Juniors and Seniors. All of the nearly 150 elective courses, except for such special offerings as "Effective Speech," "Basic Grammar," and "Visual Composition," are literature based. A brief description of each course is included. (DD)

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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Alexandria, Virginia

THE FORT HUNT HIGH SCHOOL ELECTIVE ENGLISH PROGRAM

For five-sixth of the school year, the English classes at Fort Hunt High School are ungraded and elective. Six English units, each of six weeks' duration, are presented each year. Only during the first unit in the year are the students separated into graded classes, at which time the Freshmen and Sophomores complete a unit in basic paragraph composition and grammar review, the Juniors a unit in theme composition, and the Seniors a unit in writing a research paper. Thereafter the Freshmen and Sophomores are grouped together and the Juniors and Seniors are grouped together and, at each level, the students elect their English courses from a choice of six or seven offerings each six weeks. Each teacher in the department offers a different course for each elective unit during a two-year period, so that the student, having twenty elective units to complete during his four years of high school has a considerable range of choice. Although individual teachers have freedom in planning the content of their units, a unified curriculum for student writing is followed throughout all the classes. In any given unit all the Freshmen and Sophomores are working on a certain type of paragraph and reviewing a specified language skill, while the Juniors and Seniors are working on a certain type of theme. All the composition (at all levels) is literature based.

Fort Hunt High School's English Program is a heterogeneously grouped, elective program. It consists of six units of study in each school year. All of the units are literature-based (except for the specialized offerings. See 11-I below) and the composition in each unit is based upon the material which the student reads in the course.

A. In the <u>first unit</u> the students are graded and assigned by the Guidance Department. In this unit:

Seniors learn the tools of research, methodically prepare and write a research paper.

During this six-week offering the student will examine in depth a work of literature, a literary problem, or some aspect of language, the study of which will culminate in his writing a paper of about 1500 words. From the preparing of his paper each studens should:

1. Become more adept at finding and making use of the research materials available to him
2. Discover that following an orderly procedure is the easiest and most effective way to gather evidence
3. Learn that his paper should <u>not</u> be a mosaic of quoted material, that it <u>should</u> represent his own thinking about a body of evidence supported by ideas and occasional brief quotations from experts
4. Learn to handle and document sources with responsibility.

Juniors engage in a concentrated course in theme composition. They undertake a basic type of expository theme.

This unit will present a novel or a collection of short stories as a basis for student compositions. Using the assigned literature as his subject, the student will write, using assignments from the text, <u>Writing Themes About Literature</u> by Edgar V. Roberts. During this unit the student will concentrate on writing the summary theme, and he will practice basic composition techniques such as including a thesis statement as the major portion of his theme, and explicitly stating the relevance of his exposition to his thesis statement in the conclusion of his theme.

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Sophomores concentrate on the basic elements of the paragraph, (including topic sentence, emphasis on concluding sentence), with a review of grammar, spelling and Greek roots.

Freshmen concentrate heavily on a review of grammar and spelling. They also concentrate on the basic elements of the paragraph.

B. In the second unit; each student elects his course (as he will do for the remainder of the units in the school year, just as the classes will from now on, remain ungraded, juniors and seniors together, freshmen and sophomores together); in each course, however, no matter what the literary works under study, each student will:

Juniors and seniors: learn to write a General Critique of a work or some part of a work.

Freshmen and Sophomores: learn to write a descriptive paragraph as well as concentrating on Sentence Structure.

C. In the third unit:

Juniors and seniors write a close analysis of a literary work or passage from a literary work.

Freshmen and sophomores learn to write a narrative paragraph and concentrate on consistency in verb tense and agreement of pronoun and antecedent.

D. In the fourth unit:

Juniors and seniors learn to write a theme of ideas.

Freshmen and sophomores learn to write an expository paragraph and concentrate on punctuation.

E. In the fifth unit:

Juniors and seniors learn to write a character analysis.

Freshmen and sophomores learn to write an argumentative paragraph and concentrate on transition.

F. In the sixth unit:

Juniors and seniors learn to write a comparison-contrast theme.

Freshmen and sophomores learn to write Introductory (Thesis) paragraphs and concluding paragraphs. They then write a theme consisting of at least an Introductory paragraph, one developing paragraph and a concluding paragraph. They also review all the skills.

G. Vocabulary skills are concentrated on at every level throughout the year.

H. At the end of the senior year a student should be able to articulate, in writing, an individual response to literature expressed through different types of expository themes by the following means:

1. Presenting a clear thesis
2. Understanding and presenting the major divisions of this thesis(sub-theses).
3. Developing paragraphs to support his thesis and to prove his sub-theses by presenting evidence and discussing the relationship of the evidence to the sub-thesis, and by using effective transition.
4. Conclude his paper logically, so as to present a unified whole.

At the end of his sophomore year the student should be able to write a three-paragraph composition containing the following:

1. Coherent and unified paragraphs in which,
   a. devices are used to contribute conciseness in diction and sentence structure.
   b. several devices are used to achieve emphasis within the sentence.
   c. parallel structure is used.

2. Sentence writing skills in which
   a. the ability to write complex sentences that indicate various kinds of relationships is demonstrated.

3. Grammatical skills which demonstrate that
   a. various conjunctions are used in expressing relationships.
   b. various grammatical constructions are used for variety (e.g., appositives, gerund phrases, participal phrases, infinitive phrases.)

4. Vocabulary skills which demonstrate
   a. the elimination of jargon, sentimental references, unnecessary words, and overwritten language, except when stylistically appropriate.

I. Incorporated into the English program are such specialized six-week unit offerings as Public Speaking, Creative Writing, Film Study, Drama (from the production standpoint), and Independent Study. Students who elect these, however, follow the same writing program as those who elect literary units.

J. Yearly electives are offered by the English Department as follows:

Basic Reading: this is offered all periods and is designed to help the slow reader. He takes this in addition to his regular English class.

Advanced Placement English: this is offered to those students who are recommended by their teachers as showing special promise in the field of English. They work at the college level and prepare for the AP Examination given in May.

Journalism I and II: this course teaches techniques of journalistic writing and presents the school newspaper.

Elective English Program For Freshmen and Sophomore

Fort Hunt English Department

Second Six Week Unit, 1969-1970

TWO FACES OF WAR

Mrs. Hamm
Periods 1,2,4 & 5

"War is one of the constants of history and has not diminished with civilization or democracy. In the last 3,421 years of recorded history only 268 have seen no war."

Two books will help us look at war from very different points of view. War in all its grim reality will be shown in All Quiet on the Western Front as nineteen year old Paul Baumer leaves behind his school books and moves to the front line during World War I.

Then with a chuckle and a change to The Mouse That Roared, twenty long bowmen representing the Duchy of Grand Fenwick will be followed as they invade New York City and attempt to capture the quadium bomb.

Thus we can see that war, like other situations in life, can be presented with two faces — one grim, one humorous.

"WHAT FOOLS THESE MORTALS BE?"

Miss Malecki
Periods 2,3,5, & 6

From man's ability to distinguish between what things are and what they ought to be rises the appreciation and enjoyment of comedy. In this unit we will read two works, written four centuries apart, and see that the comic experience results from a discernment of the incongruities of life. From a consideration of two different plays, we will study the elements of comedy, the types of comedy, and the role of laughter in comedy.

A Midsummer Night's Dream....William Shakespeare
Star Spangled Girl.....Neil Simon

CREATIVE WRITING

Mr. Thomas
Periods 1,4,5, &6

One way for people to comment on their lives and times is through some form of written expression. Do you have a story, an experience, a dream locked away in your imagination? Have you ever wanted to share this with people in general? Here is a basic course in the writing of prose that will give the student an outlet, for his story, (perhaps even some form of publication). The course will stress development of basic writing skills and descriptive techniques. What will you need to bring with you? The desire to create, the healthy working imagination, and of course, a pen.

GROUNDWORK FOR PUBLIC SPEAKING

Mr. Wells
Periods 1,3,4, & 6

Do you want to be a leader, or a follower? It is not a predetermined disposition. The ability to speak effectively and forcefully can enable you to lead instead of follow.

In this unit we will discuss what public speaking is and what the five arts necessary for good public speaking are. We will also discuss and work with the different methods of presentation. Each student will be required to prepare and deliver speeches that show good organization.

In keeping with the English program, part of our time will be devoted to writing and correcting composition.

IKE: MAN OF LETTERS (BIOGRAPHY)

Mr. Peren
Periods 2,3, & 6

Literature reflects an era with its ideals, values, struggles, wins and losses, as a matter of fact in the life of mankind. In this unit we'll strive to focus our attention on Eisenhower as representative of the spirit of the times and spokeman for his countrymen in national as well as international affairs. Not only was Ike outstanding as a military, political, and educational leader, but as you'll see, he was also an effective writer.

Peace with Justice...selected addresses of D.D. Eisenhower
The Eisenhower Story...Howard LaFay in National Geographic July 1969

THE CASE OF RICHARD III: STATESMAN OR VILLAIN

Mrs. Nickols
Periods 2,4, & 6

Villainy hath charms that never fade, and as Shakespeare taught, King Richard the Third, humpbacked Dickon o' Gloucester, was the greatest villain of them all. Yet, when the life of this same man is investigated in a modern detective story, a different history emerges. Whatever the truth may be, the unsolved mystery of King Richard the Third's character has caught and held men's interest for nearly five hundred years.

Let's go back to 15th century England and try to unravel the "greatest mystery in English history." Did Richard really kill his two young nephews in order to gain the throne for himself or has the sinister fog of propaganda obscured the real Richard?

The Tragedy of King Richard the Third...William Shakespeare
Daughter of Time...Josephine Tey

ENGLISH LITERATURE: THE BEGINNINGS TO 1500

Mr. Craddock
Periods 1,3,4, & 6

A literature is an inheritance of a people and the poets, still haunted by the ancient Celt, listen to the songbirds and the cries of agony and ecstasy from their own hearts, stare at the wild flowers and deep into their own troubled minds, and, out of it all, make music. This is the first in a series of units devoted to a study of the literature of England. Through the representative works and authors included, we shall see how each has influenced our own American literature. To show the change and flexibility of the English language, we will listen to and speak the course Anglo-Saxon tongue and the fluid Middle English.

English Literature: The Beginnings to 1500...J.D. McCallum, Ed.

THE MARGINAL ONES

Mrs. Buck
Periods 1,2,4, & 5

The United States has long been a melting pot for persecuted, frustrated or spiritually denied people. Thus, we have become a most complex nation. Our heritages and races vary; our customs differ, and our allegiance is not always ideally a national one. We are united yet split.

This unit is an attempt to understand the complex nature of our nation and to see the problems which inevitably arise from these differences in beliefs, color, and heritage. It is hoped that the student, through an identification with these minority groups, will be able to suggest solutions to these vital problems and to encourage an understanding and appreciation for the "marginal ones."

A Raisin in the Sun...Lorraine Hansberry
When the Legends Die...Hal Borland
The Outnumbered...edited by Charlotte Brooks

"ESCAPE --- COME ON OVER"

Mrs. Flattery
Periods 2,3,5, & 6

Fore many students the sharp reality of the beginning of a new school year brings a halt to the lazy, languid thoughts of summer. For those of you who would like to continue your fanciful daydreams, put the straw back between your front teeth, dangle your toes in the pool anddiscover the fantasy worlds literarily painted in W.H. Hudson's Green Mansions and W. Somerset Maugham's Moon and Sixpence. Hudson's novel is the powerfully written story of a young man's mysterious adventure in the lush jungles of South America. Moon and Sixpence deals with the life and art of a man, who left the traditional world to accomplish his work. Both novels have magnificent passages of description wich should provide you with vivid material for composition.

ACCENT ON YOUTH

Miss Lea
Periods 1,2, & 3

The accent is on youth. Keeping this idea in mind, you will study literary works about young people. All students will read John Steinbeck's The Red Pony, a story of a boy's love for a scrawny red colt intermingled with his learning to accept responsibility, and Hall Borland's When the Legends Die, a story of a young rodeo star who tries to stamp out the heritage of his Indian fathers. Girls, by reading A Tree Grows In Brooklyn, will share the experiences of Francie as she comes of age amidst the poverty of Brooklyn slums. The boys will read Audie Murphy's true story To Hell and Back.

The Red Pony...John Steinbeck
When the Legends Die...Hal Borland
A Tree Grows in Brooklyn...Betty Smith
To Hell and Back...Audie Murphy

ELECTIVE ENGLISH PROGRAM FOR FRESHMEN AND SOPHOMORES

FORT HUNT ENGLISH DEPARTMENT

SECOND UNIT, 1970-71

HOW TO SUCCEED IN BUSINESS

Mr. Craddock
Periods 1, 3, 5, & 6

The world of business is competitive, aggressive - murderous. This unit will examine this world over the past fifty years through the study of two novels, each taking as its theme some aspect of the corrosive influence of business on the development of the human spirit.

Babbitt.....Sinclair Lewis
Point of No Return.....J. P. Marquand

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DRAMA ELECTIVE

Mr. Gassek
Periods 4, 5, & 6

Theatre - A non-literary approach to the theatre, with emphasis on oral and physical expression. Consideration will be given to techniques of acting, with emotional and phychic foundations. Scripts for the preparation of scenes will be chosen by the students. No basic text.

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WHO AM I? WHAT AM I?

Mrs. Long
Periods 3, 4, 5, & 6

Does it surprise you when your friends and families tell you how you came across As we grow older we perceive different facets of ourselves: what we hope, what we wish and what we can realize. In this unit we will discover more about ourselves as we study personalities in literature.

Walter Mitty escaped the real world by fleeing to a fantasy life. Anne Frank uncovered her real self, and her relationship to the world, under great hardship. Henry Fleming made his self-discovery on a Civil War battlefield. As we talk over ou hopes and aspirations in class we will attempt to determine who we are.

The Secret Life of Walter Mitty.....James Thurber (short story)
The Diary of Anne Frank..... (play)
The Red Badge of Courage.....Stephen Crane (novel)
The Loneliness of a Long Distance Runner.....(movie)

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CREATIVE WRITING

Mr. James
Period 2

This year, in an attempt to fill a recognized gap in the writing section of our English Elective Program, we are introducing six weeks units in creative writing into our program. Each six weeks creative writing will be offered during one or two periods. As the class will probably not be offered in a particular period more than once certainly not more than twice, an interested student should sign up for the course the first time it is offered during his period. The class will be limited to twenty-five students.

NOTE: Although this course is primarily a Junior-Senior offering, a few spaces will be open for qualified Sophomores.

A Sophomore wanting to sign up for this course must:
(1) obtain a recommendation from his present English teacher
(2) indicate four choices rather than three on his choice card.

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ABOUT YOUTH, BY YOUTH!

Mr. Peren
Periods 5 & 6

The Outsiders is written by an insider - seventeen-year-old S. E. Hinton, whose amazing talent makes this novel an extraordinary literary event. This is a story which gives a moving, credible view of the outsiders from the inside - their loyalty to each other, their sensitivity under tough crusts, their understanding of self and society.

In Protest: Man Against Society selections from such varied sources as St. Matthew's Gospel, the writings of Jefferson and Thoreau as well as Mayor Daley of Chicago and Jerry Rubin will provide an historical perspective on revolt. April Morning focuses on the American Revolution and expresses a 17 year old boy's confusion over his confrontation with the British on the Lexington Green. Coming of Age in Mississippi speaks of another American revolution. This autobiography shows Ann Moody's switch from alienation in her segregated town to great personal involvement in the civil right's movement of the early 1960's.

Since so much of the "literature of dissent" is found in todays headlines and happenings, students will be encouraged to talk out these events as well as their personal points of rebellion.

Protest: Man Against Society..... Gregory Armstrong (ed.)
April Morning..... Howard Fast
Coming of Age in Mississippi..... Ann Moody

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FROM LEGEND TO LIFE

Mrs. Buck
Periods 1, 2, 4, & 6

The American short story, perhaps the most vibrant of American literary forms, presents the reader with a fascinating progression of development. From the simple tale based upon the traditional legend, it has developed into a variety of forms, emphasizing the horrible and the suspenseful, the psychological, the intellectual, the realistic and the naturalistic. In this unit, we shall investigate the progression of these forms by studying representative writings from each period of development. A special emphasis will be placed on the O. Henry story.

Great American Short Stories..... edited by Wallace and Mary Stegner
O. Henry's Short Stories..... O. Henry

Then, too, Betty Smith, a not-so-old writer, entertains us with Joy in the Morning, a story of marriage and young love. In it we meet Annie and Karl Brown who triumph over a multitude of obstacles which threaten their mutual love and ambitions. The world tries to corrupt Annie and Karl but they just will not have any part of it.

The Outsiders..... S. E. Hinton
Joy in the Morning... Betty Smith

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REFLECTIONS ON A GIFT OF WATERMELON PICKLE

Mr. Rose
Periods 1, 2, 4, & 6

Poetry is
anything
written
down
in a funny way

Poetry is a different means of communication because it has something different t communicate. Say it with music, because music is a means of communication. Say it with a picture because a picture is worth a thousand words. Say it with poetry becaus poetry is a picture of music, a THOUGHT that is FELT (be it love, anger, despair, or joy). Because poetry is Man talking to Man, nothing so ambiguous can say anything to an individual so specifically as poetry. Like poetry or not, what a poem says to you IS you. Come and find out who you are.

Reflections on a Gift of Watermelon Pickle

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REBELS WITH A CAUSE

Mrs. Dean
Periods 3, 4, 5, & 6

Campuses explode. Cities burn. Generations collide. Sparks of protest ignite across this land.

In some ways these forms of revolt are unique to the present generation, but in many other ways these voices of protest are part of the human chorus of dissent that has been raised throughout the history of man. During this course we will attempt to understand these cries of rebellion.

JOURNALISM I - A FIRST AT FORT HUNT

Mrs. Glazer
Periods 1, 3, & 4

For the first time at Fort Hunt, students will be able to enroll in a six-week unit in journalism. Until now journalism has been offered only as a full-year elective. We hope the short course will make it possible for many more students to try their hand at news writing and to learn more about modern news media. Those who want to pursue journalism further may enroll for one additional six-week unit during the year, for a maximum of 12 weeks in journalism.

Class activities will be built around writing the news story and the feature story. (During the next six weeks, the editorial will be introduced.) Classroom press conferences will be held every week when students invite newsworthy figures from the Fort Hunt scene to be interviewed.

Student journalists also will be expected to take a lively interest in public affairs. One day a week will be designed as a TV news show with students writing and producing the newscasts.

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SPEAK OF THE DEVIL

Mr. Wells
Periods 1, 2, 4, & 5

The devil, in one form or another, has been around as far back as we have any record of human existence. He made his appearance as a serpent in the Garden of Eden, and since then has appeared in many forms in spoken tales and later in literary recordings of many writers.

Throughout the New Testament the devil was actively working to win the souls of mankind. Each literary generation has portrayed the devil in a manner that best fit the techniques and tastes of that period. In his roles in literature, the devil is often more honest than the people with whom he associates.

In this unit we will read a collection of short stories about the devil by such famous nineteenth and twentieth century writers as Washington Irving, Stephen Vincent Benet, John Masefield, Nathaniel Hawthorne, Herman Melville, Edgar Allan Poe, Rudyard Kipling, Guy de Maupassant, and John Collier. We will read and study that great modern Gothic masterpiece, Rosemary's Baby by Ira Levin. Finally we will watch Wormwood in his attempts to lure a soul into Hell in Screwtape Letters by C. S. Lewis.

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MYSTERY

Mrs. McPherson
Periods 1, 2, & 3

This unit is an invitation to challenge your wits with a master of mystery, the unique unforgettable Sherlock Holmes. As the clues and details of each story are unfolded, will you be able to solve the mystery before Sherlock Holmes informs his cohort that the solution is "elementary, my dear Watson!"

To heighten and complete our six-week experience in the realm of the mysterious, we will read the gripping story, We Have Always Lived in a Castle.

Great Stories of Sherlock Holmes..... A . Conan Doyle
We Have Always Lived in a Castle.... Shirley Jackson

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SCIENCE FICTION - THEN AND NOW

Mrs. Nickols
Periods 1, 2, & 3

Science fiction once frightened because it seemed so far-out; now it frightens because it seems so real.

In this unit we will read two science fiction books, written one hundred years apart. Jules Verne's classic, 20,000 Leagues Under the Sea, forecasted the submarine some thirty years before that class of warship was invented. Currently, The Andromeda Strain recounts the chillingly plausible five-day history of a major scientific crisis.

Both books are frighteningly realistic, depicting the onslaught of science on nature.

20,000 Leagues Under the Sea..... Jules Verne
The Andromeda Strain ..... Michael Crichton

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Freshmen and Sophomores

IT'S ALL HAPPENING AT THE ZOO

Mrs. Barr
Periods 2, 3, 4, & 5

Well, not exactly, but this unit promises to let you come closer to animals than you have ever been. You'll laugh at the antics of Robert, the quail who was hatched by the warmth of a boudoir lamp on the kitchen counter of a Cape Cod home. You'll keep your fingers crossed for the threesome of a Labrador retriever, a Siamese cat, and a bull terrier as they set out for home over a 250-mile trek through the Canadian wilderness. And you'll definitely run the gamut of your emotions with Elsa, the lioness who bridges the gap between the world of the jungle and the world of man.

This unit will appeal to lovers of adventure and lovers of nature.....but specifically this unit is meant for everyone who has ever been owned by an animal.

That Quail, Robert .....Margaret A. Stranger
The Incredible Journey .....Sheila Burnford
Born Free .....Joy Adamson
Film: Born Free
(hopefully some psychological behavior films)

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Elective English Program For Freshmen and Sophomores

Fort Hunt English Department

Third Six Week Unit, 1969-1970

CHINA: THEN AND NOW

Mr. Peren
Periods 2,3, & 6

If you haven't already become acquainted with Pearl Buck, here's your chance to do so. Not only is Miss Buck a world renowned American writer, but what is more, she's the possessor of an uncommon perception and insight into the Oriental culture that is China.

In our study we shall examine the Pulitzer Prize winning classic The Good Earth whose setting is pre-revolutionary China and we shall balance our key-hole view with The Three Daughters of Madame Liang, Pearl Buck's first novel about China for more than a decade.

FALL FROM INNOCENCE

Miss Lea & Mrs Hamm
Periods 2,3, & 6 — Periods 1,2,4 & 5

Wisdom can grow from sorrow and hope from destruction. Once the sorrow is caused and the destruction takes place, a growing or maturation process occurs. In To Kill a Mockingbird, two children in a small Southern town gain a knowledge of life as they see the destruction that results from prejudices in regard to race, social class, and mental capabilities. This immaturity or lack of experience is not always aynonymous with age. In Alan Paton's Cry, the Beloved Country a Zulu minister is an adult when he first meets life head on trying to save his sister and his son from the evils of modern city life. Thus in two very different situations a fall from innocence occurs, and this fall results in a new awareness of life.

Cry, the Beloved Country.....Alan Paton
To Kill a Mockingbird.....Harper Lee

THE SEARCH FOR HAPPINESS

Mrs. Buck
Periods 1,2,4, & 5

For the sensitive reader, Barren Ground and Ethan Frome offer a moving glimpse at the heroic qualities and human frailties of two beautiful people who dared to find the happiness that fate had denied them. For these two, love was a tragedy of circumstance: One felt "that she was caught like a mouse in the trap of love;" the other knew that he was caught in a marriage that held no love for him. Each felt happiness but was unable to grasp it. Each became blinded in his search for happiness.

Barren Ground.....Ellen Glasgow
Ethan Frome.....Edith Wharton

TO AGREE OR DISSENT?

Mrs. Nickols
Periods 2,4, & 6

This unit will examine the relationship between means and end. Does the end ultimately justify the means? Can a man become so preoccupied with the means that the end is compromised? How far can a man legitimately go in judging the morality and ethical value of the means used to achieve what he has accepted as a desirable end? Is it his right to dissent and protest? Can any movement, party or person claim the privilege of infallibility?

We will investigate these questions through three incidents in widely separated political contexts. Darkness at Noon relates the confession of an old Bolshevik during the 1938 Moscow purge trials. "The Andersonville Trial" indicts a Confederate Army captain who was responsible for a prison camp during the Civil War. Finally, The Bridge Over the River Kwai portrays a rigidly correct British colonel whose personal pride causes him to lose sight of the ultimate goal.

Darkness at Noon.....Arthur Koestler
"The Andersonville Trial".....Saul Levitt
The Bridge Over the River Kwai.....Pierre Boulle

NINTEENTH CENTURY NOVEL

Miss Malecki
Periods 2,3,5, & 6

Among the literary greats of the previous century are two women novelists, Emily Bronte and Jane Austen.

A critic's comment, that the name Wuthering Heights is enough to set the imagination vibrating, stimulates one's desire to read the novel. This classic is a spiritual drama reflecting the author's transcendental vision of reality. Emily Bronte's idea of life encompasses all aspects, good and evil, animate and inanimate. She leads her characters through a gamut of intense emotional experiences symbolically concretized in nature. On the one hand, there is Wuthering Heights, the land of storm; high on the barren moorland, the natural home of the Earnshaw family, fiery, untamed children of the storm. On the other, sheltered in the leafy valley, is Thrushcross Grange, the appropriate home of the children of calm, the gentle, timid Lintons.

Written in the comic tradition, Pride and Prejudice offers a contrasting literary experience. Entangled in the class barriers of society, the characters humorously move within the defined limits of their world. Some successfully achieve happiness through self-awareness, while others persist as foolishly as ever.

Very few novelists have the imagination powerful enough to clothe a story on the scale of Wuthering Heights and Pride and Prejudice.

Hopefully a filmatic interpretation of one of the novels will be shown.

Wuthering Heights.....Emily Bronte
Pride and Prejudice.....Jane Austen

MAN'S INHUMANITY TO MAN: LEARNED OR INNATE?

Mrs Flattery
Periods 1, 2,, 3 & 5

Twentiety-century man is expected to develop a high level of social consciousness. This consciousness demands that he reach out to all men regardless of their station, class, or ideology. The brutal reality is that man is not always kind to his fellow men. This unit will study the concept of man's humanity or inhumanity to man as seen through the lives of innocent children. In both novels, children represent in microcosm the theory of man's basic disregard of his fellow man. The novels will raise many questions about morality, good and evil, and human psychology.

A High Wind in Jamaica.....Richard Hughes
Lord of the Flies.....William Golding

ENGLISH LITERATURE: THE RENAISSANCE

Mr. Craddock
Periods 1,3,4, & 6

In Renaissance England, the men who bore the arms, sat in the councils of the queen, brawled in the taverns, sailed the seven seas, and carried on the commerce of the nation were the same men who wrote the love lyrics, the romantic epics, the adventure-laden prose, and the immortal dramas. This age which bears Elizabeth's name was a glorious one, not only because of the dramatic queen but also because of men like the intrepid explorers Drake and Raleigh; the great scholar, Francis Bacon, and the supremely gifted poet-dramatist, Shakespeare.

English Literature: The Renaissance.....R. Bolwell, ed.

LEARN TO SPEAK EFFECTIVELY

Mr. Wells
Periods 1,3,4, & 6

The unprepared speaker often loses his audience; therefore, this unit is designed to help prepare the student to deliver speeches that hold the audience.

We will work with the gathering and recording of material to be used in speeches. The library will be used for some of this work.

Special attention will be given to adapting speeches to the audience. Attention will also be given to studying the necessary attitudes and skills involved in

(continued)

LEARN TO SPEAK EFFECTIVELY (continued)

becoming good listeners.

Most of our time will be devoted to preparing and delivering speeches; however, some time will be devoted to written composition work.

INITIATION - THE MYTH OF ADOLESCENCE

Mr. Thomas
Periods 1, 4, 5, & 6

Initiation, in most cultures, is a preparation for life - - an adult life. Through initiation, the novice in a culture attains the status and prerogatives of an adult, leaving behind him the world of childhood and ignorance and passing into the world of adulthood and knowledge. Also, the establishment of identity and the assumption of adult responsibilities is gained through initiation.

This course will examine some representative examples of adolescent initiation in current literature.

The Catcher in the Rye.....J.D. Salinger
The Wanderer.....Alain-Fournier
The Grass Harp.....Truman Capote

Fourth Six Week Unit, 1969-1970

THE GOTHIC NOVEL

Mrs. Nickols
Period, 2,4,6

The Gothic novel is a tale of mystery or terror. In this genre the creative imagination is set free to wander in a world of the supernatural, the unusual, the fascinating, the unfathomable.

We will read three stories in each of which the protagonist is a young woman who, in good faith, enters an all ready established household. Each falls in love with the master of the house, and each is confronted with a mystery, the solution of which might be her undoing.

Turn of the Screw
REBECCA
THE MISTRESS OF MELLYN

ALL THE WORLD'S A STAGE", want to play?

Mr. Thomas
Period 1,4,5,6

A basic look at the drama, not so much as literature, but as a means of communication. Time will be spent on pantomime, oral interpretation, reading plays, composing plays and project work. Students having professional or amateur experience in the drama will be invited to talk and share their knowledge and experiences. Course may conclude with staging of a one-act play.

REVOLT AND REVOLUTION

P. A. Buck
Period 1,2,4,5,

From two different corners of the world and during two different eras, we observe the reoccurring theme of revolt and revolution. In A TALE OF TWO CITIES Charles Dickens creates a world of brutality, love, and intrigue that furnishes us with a captivating glimpse at England and France during the French Revolution.

Alan Burgess, on the other hand, relates in THE INN OF THE SIXTH HAPPINESS the heartwarming story of young English woman who becomes a missionary in China, falls in love with a Chinese Nationalist soldier, and, during the Japanese invasions, leads one hundred orphan children to safety.

A TALE OF TWO CITIES- Charles Dickens
THE INN OF THE SIXTH HAPPINESS - Alan Burgess

SHORT STORY

Mrs. Flattery
Periods 2,3,5,6,

Due to the rapid pace of modern living man has had to confine his leisure hours to activities which do not demand a great deal of time-- hence, the popularity of the short story. The brevity of the short story has aided in placing it among the most desirable literary forms. It retains the basic structure of the novel but forsakes its length. During this unit students will be involved in reading short stories by American, British, Russian, and French writers and in making an acute analysis of the genre's impact on the modern reader.

THE BEST SHORT STORIES OF THE MODERN AGE -- Selected and introduced by Douglas Angus

Freshman and Sophomore

MUTINY:

Miss Lea
Periods 1, 2, 3

Throughout man's life he is constantly revolting against one thing or another. The revolt may involve something as minor as refusing to eat green beans at the dinner table, or it may be as major as rising against a tyrannical form of government or a living situation that is physically and emotionally impossible. In this unit you will explore the more major kinds of revolt portrayed in the Shakespearean play Julius Caesar, which involves a revolt against a dictator, and Mutiny on the Bounty, the story of Captain Bligh and those who lowered his long boat to drift.

Julius Caesar - Shakespeare
Mutiny on the Bounty - Nordhoff & Hall

BASIC GRAMMAR

Mr. Carter
Periods, 1, 3, 4, 6

This unit offers a departure from the usual elective offerings in that it will not emphasize reading books or short stories; it will not emphasize writing paragraphs or themes; it will not concentrate on specifically improving writing skills as such. Instead, it will concentrate on the grammatical skills necessary for improved writing and reading. This means, of course, NO THEMES! It also means lots of drill, exercises, and studying, since there is no royal road to understanding grammar. It means NO BOOKS TO BUY! It also means that the book that will be furnished to you is to be used, not carried around the corner to your locker and left there.

If you have trouble with spelling, punctuation, verbs, word choice, sentence structure and variety, paragraphing, and many of the other things that are required in theme writing, and if you really want to try to master a hard but essential element of English, this is the course for you.

SATIRE: THE LITERARY PRESCRIPTION FOR IMPROVEMENT OF SOCIETY

Miss Malecki
Periods 2, 3, 5, 6

By means of criticism, wit, and humor, the writer of satire exaggerates the evils and foibles of society. While men are laughing at the representation, the author hopes they will recognize themselves as the subject of the satire resulting in a correction of the situation. The works we will read are: Animal Farm, The Loved One and Mad.

Animal Farm is a criticism of politics in which men and animals reverse their respective roles. The Loved One wages a bitingly humorous assalt against America's pharasaical attitude toward the dead. Criticism of many or any facet of contemporary society is cleverly treated by contributors to Mad, a paperback edition of selections from various issues of the periodical.

Animal Farm - George Orwell
The Loved One - Evelyn Waugh
Mad, For Better or Verse - Frank Jacobs

Freshman and Sophomore

THE JAZZ AGE: THE LOST GENERATION AND AMERICAN DESPAIR

Mr. Craddock
Periods 1,3,4,6

"The greatest, gaudiest, grandest spree in our history" -- so spoke F. Scott Fitzgerald about the decade between 1929 and 1930 which bears the name he gave it: The Jazz Age. It was the age of youth, a youth emancipated, disillusioned and cynical, a youth often referred to as "the lost generation." What had its perceptive young men to record about the "Roaring Twenties" and about the sense of futile escapism that lay just beneath its veneer of boisterous elegance?

A FAREWELL TO ARMS-- Ernest Hemingway
ONLY YESTERDAY -- F.L. Allen
DISENCHANTED -- B. Schulberg

YOUR OWN THING

Mrs. Hamm
Periods 1,2,4,5

No! I will not take that action because it is the "safe" thing to do. I will not hold that belief simply because it will be approved. I will follow my own star. I am responsible only to myself and my God!

How many people have said these things---and for what reasons? These feelings cross all the boundries of time, age, and sex. Sophocles wrote of Antigone who defied her king because of a loyalty to her brother and her gods. Thomas Beckett refused to obey his king and his friend for a principle. In True Grit fourteen year old Mattie met all discouragement with determined stubbornness in order to revenge the murder of her father.

What kind of person will stand up for his beliefs regardless of the consequences? Three of these people can be met in ANTIGONE, BECKETT, and TRUE GRIT. Would you like to know them better?

A TOUCH OF MYSTERY

Mr. Peren
Periods 2,3,6

Often times the unknown draws us unto itself. Coupled with human intrigue the web of fascination enshrowds us with the nebulous and promise of hidden danger. Thus, our interest is ensnared and we become the willing captives of a Master Craftsman and Teller of Tales.

In this unit we shall simply enjoy the superb blood-chilling and stupendous plots of:

AGATHA CHRISTIE THE MOUSETRAP --
SIR CONAN DOYLE'S COLLECTION OF SHORT MYSTERIES

Elective English Program For Freshmen and Sophomores

Fort Hunt English Department

Fifth Six Week Unit, 1969-1970

A PERFECT DAY FOR BANANA FISH

Mr. Craddock
Periods 1, 3, 4, 6

It is perplexing that the young now seem so much more severely serious than the old. They are even so much more conservative in a special sense--the sense of honoring and cherishing the very best that's in them--like sincerity, openness, honesty and love. There is something very American about all of this. Americans have always had a certain knack of being young. We know how. Then, the older we get chronologically, the greater and more apparent becomes the difference between our ages and our maturity. This unit will explore the tender, awful, and extremely bumpy working out of the characters' "hung-up" moments of contemplation and the sound effects of adult society which are often hilariously funny, often very painful. It is the inside life of the soul that the young--all people for whom it is not already "too late"--are taking seriously and these books will examine the audible qualities of the young generation.

A Separate Piece - John Knowles
Nine Stories - J. D. Salinger

ABOUT YOUTH, BY YOUTH!

Mr. Peren
Periods 2, 3, 6

The Outsiders is written by an insider - seventeen-year-old S. E. Hinton, whose amazing talent makes this novel an extraordinary literary event. This is a story which gives a moving, credible view of the outsiders from the inside - their loyalty to each other, their sensitivity under tough crusts, their understanding of self and society.

Then too, Peter S. Beagle, a not-so-old writer, entertains us with a story of his weird and winging scooter safari across America. I See By My Outfit is "an enchanted journey to the kind of country you dream of running away to when you are very young and innocently hungry, before you learn that land is owned by somebody", says Time magazine.

The Outsiders - S. E. Hinton
I See By My Outfit - Peter S. Beagle

A FUNNY THING HAPPENED

Mrs. Nickols
Periods 2, 4, 6

"Everybody doesn't like something--
But nobody doesn't like comedy."

In this unit we will read comedies from different periods of literature.

We will begin with an ancient Roman comedy, The Braggart Warrior, from which A Funny Thing Happened on the Way to the Forum was adapted. Miles Gloriosus is the original comic figure of the vain and boastful soldier, always eager to exaggerate his bold and dashing deeds.

From the Elizabethan Period we will read Ben Jonson's Volpone, one of literature's greatest satires on greed. Volpone, an old miser, pretends to be dying in order to extract rich gifts from his greedy friends, who expect to be heirs.

From the Victorian Age we will read and listen to several Gilbert and Sullivan operettas. These highly successful light operas are sharply satirical as well as full of fun and nonsense.

Finally, the present day gives us the incomparable P. G. Wodehouse. Stiff Upper Lip, Jeves introduces you to the nutty Bertram Wooster and his extraordinary valet Jeeves, in a wacky story of pure humor and giddy adventure.

The Braggart Warrior - Plautus
Volpone - Ben Jonson
The Mikado - Gilbert and Sullivan
H. M. S. Pinafore
Stiff Upper Lip, Jeeves - P. G. Wodehouse

TWO MEN WITH GUNS

Mr. Wells
Periods 1, 3, 4, 6

The West has perhaps served as a setting for more literature than any other section of our country. Much of this literature is good, and ranking at the top of the list are the two novels we will be reading in this unit. Both novels have settings we will see if the films can be obtained.

Shane, one of the novels, deals with a man's desperate, but unsuccessful, attempt to escape his past as a gunman. The Virginian, truly a historical novel, deals with a man's experience with love and enmity in the wild, rugged territory of Wyoming during the last years of the nineteenth century.

Shane - Jack Schaefer
The Virginian - Owen Wister

"WISH I WAS A KELLOGG'S CORNFLAKE

Mrs. Flattery
Periods 2, 3, 5, 6

Floating in my bowl taking movies
Relaxing awhile - Livin' in style
Talking to a raisin who occasionally
plays L.A.
Casually glancing at his toupee..."

The above selection is from Simon and Garfunkel's song "Punky's Dilemma" illustrates clever imagery put to music. Imagery is a literary technique employed by writers of every genre to heighten the sensory response of the reader. This unit will define and study imagery, especially in terms of symbolism. Your study will include poetry put to music, a drama, several stories and poems, and a short film, "The Golden Fish."

The Glass Menagerie - Tennessee Williams
The Secret Sharer - Joseph Conrad
The Necklace - Guy de Maupassant

LOVE MAKES A DIFFERENCE

Miss Lea
Periods 1, 2, 3

The love one receives when growing up plays an important role in the development of an individual. In The Miracle Worker Helen, who is blind, is loved by her family, but the love is too protective and will not help her to live in the real world. Selina in A Patch of Blue does not find the love she needs in her home so must look elsewhere and finds the security she needs in someone of another race. Young Newt in The Learning Tree has family love and guidance as he tries to understand and accept - without malice - the special world of a Negro in a white community. Movies will be shown to supplement the reading.

The Miracle Worker - William Gibson
The Learning Tree - Gordon Parks
A Patch of Blue - Elizabeth Kata

THE AMERICAN SONGBAG

Mrs. Dean
Periods 1, 2, 4, 5

Folk and folk rock singers of today, such as Bob Dylan and Simon and Garfunkel stand on the shoulders of the folk singers of America's past - the Appalachian Mountain folk, the coal miners, the Negro spiritual singers and the buffalo skinners. Folk songs and tales make up the living literature of America, a bookless literature, ever changing and shifting, but always reflecting the values and hopes of the people close to the land.

The American Songbag will include tales and songs "from California to the New York Island." We will view ballads out of America's past and songs based on yesterday's headlines. During this unit each student may select one area of America's folklore to research. Since folk poetry is meant to be sung and not just read, we hope to have some guitar players in the class ranks.

American Folklore - Peter Poulakis

THE WONDERFUL, THE ORDINARY, AND THE FANTASTIC

Mrs. Buck
Periods 1, 2, 4, 5

Sparkle and glow in the imaginative world of Douglas Spaulding - a wacky, refreshing twelve-year-old who bottles summer sunshine for a dreary winter day and delights in the idea of a happiness machine. Share also in the mellow dramatization of the mundane world of Emily Webb in Our Town and in the mysterious world of Hugh Conway in Lost Horizon. The three guarantee a discovery of the wonderful, the ordinary, and the fantastic.

Dandelion Wine - Ray Bradbury
Lost Horizon - John Hilton
Our Town - Thornton Wilder

VISUAL COMPOSITION

Mr. Thomas
Period 1, 4, 5, 6

Do you have trouble writing about what you see: Maybe the pen you hold needs some assistance. In this course the student will use the still camera and the motion picture camera to write his story or convey his ideas. Bring your camera and see if you can create a visual composition. The ultimate result could be an entry in an area student film festival.

NEGATIVE UTOPIA - HOPELESSNESS FOR THE FUTURE OF MAN

Miss Malecki
Period 2, 3, 5, 6

The mood of powerlessness and hopelessness of modern man is the theme of the two novels in this unit. Unless the course of the history of man changes, Orwell and Zamiatin foresee men unknowingly losing their most human qualities and becoming soulless automatons.

We and 1984 depict the completely bureaucratized society, in which man is a number and loses all sense of individuality. Both novels ask: "Can human nature be changed in such a way that man will forget his longing for freedom, for integrity, for love - that is to say, can man forget he is human?"

1984 - Orwell
We - Zamiatin

Fort Hunt Elective English Program
9th and 10th Grade Course Description
Fifth Unit

An American Sampler — Periods 1,2,3,4, & 6

Want to hear the shots of the Revolution, watch pioneers clear a trail to the West, or feel the heartbeat of a country as she changes and matures? Then come with us. We're going on a trip thorugh the thoughts, hopes, fears, and dreams of a nation. We'll make our own "American sampler" as we read all types of American literature beginning with the colonial era and moving forward through time. Then locating ourselves firmly in the future, there will be only you, I, Steinbeck, and a dog named Charley touring this land from shore to shore. Come with us. Let's sample America!

Adventures in American Literature
Travels with Charley. John Steinbeck

The Gothic Tale — Periods 3,4,5, & 6

Come with me during the next six weeks and wander through cold, haunted medieval castles. Join my imagination as it peers over the edge of realism and beholds the horrible, fantastic world of the supernatural. Come chill the marrow of your bones as we discover the source of hysterical laughter and cries. Come, children of mystery, and delve into a thorough unraveling of the Gothic romance.

Seven Masterpieces of Gothic Horror
The Uninvited. Dorothy Macardle

Decisions! Decisions! Decisions! — Periods 1,2,4, & 5

Who? What? Where? Why? When? How? To make or arrive at sound decisions we must be well-informed.

Some decisions have immediate and limited results. Some are far-reaching in their influence. The purpose of this unit is to help students understand themselves and others through studying decisions in literature. Each decision bears scrutiny from two points of view: What caused it and what are its effects?

Kidnapped. Robert Louis Stevenson
Lost Horizon. James Hilton
The Pearl. John Steinbeck

Human Conflict — Periods 1,3,4,5, & 6

Man's major role is to sustain a balance in a medium of ever pressing conflict. Circumstance may thwart him or stunt his growth; society may act as a human barricade; nature may provide the deadly foe, or man, himself, may be the victim of his own suppression.

Within this unit, we shall study various forms of human conflict as seen in two novels written by John Steinbeck and in a series of selected short stories and poems.

Of Mice and Men. John Steinbeck
The Pearl. John Steinbeck
short stories and poems

The Signs Of The Times Periods 2, 4, 5

What are the events shaping life and literature today? Are people making the news, or is the news making the people? What changes in our society are being reported, and which trends will shape the future? Who is doing what, and why? In this course we will read, discuss, and write about the news as presented in recent issues of the following magazines:

Newsweek
Time
Look
Saturday Evening Post

Journalism Preview Periods 1,2,3,4, & 5

Get the latest scoop! News, hot off the press!

Everyone knows comments like this refer to the daily newspaper we take for granted. But, how many know what happens before the story gets to you? How many know what it would be like to write under the pressure of the newspaper deadline?

In this unit you will write your own news stories, feature stories and editorials. Each class will publish its own "newspaper" before the end of the course.

Great journalistic writings from the past, as well as current newspaper articles, will be read and studied in hopes that you will be able to improve your own writing style.

Men In War Periods 1,2,3,5, & 6

This unit deals with man's personal reactions while actually in combat. The reader feels the frustrations, bitterness and at times the pride the soldier feels as he continues his timeless tramp through centuries of wars. Hemingway, one of the "angry young men" of the World War I era, powerfully shares his beliefs that war is futile. "Can't it be stopped?"

Red Badge of Courage. Stephen Crane
For Whom the Bell Tolls. Ernest Hemingway
Alas, Babylon. Pat Frank

Fact or Fiction Periods 1 & 6

Words flood and flow around us every day. We're surrounded by an overwhelming deluge of word upon word upon word. We read straight words, slanted words, crooked words, and words tainted slightly pink. Words join other words; they collide and form groups of words. Words of fiction join words of fact. Statistics slide and glide among the various groups. Fact becomes fiction; fiction becomes fact. So what do you believe?

In this course we will try to learn to distinguish between fact and fiction in current publications. We will investigate the difference between subjective and objective writing in recent issues of Newsweek, Time, Life, New Republic, U.S. News & World Report.

The Babylon Story Periods 1,3,4,5, & 6

For two thousand years, the ancient city of Babylon has held a special fascination for writers and watchers of the human scene. In its day, Babylon was the city that had everything; in its rise and fall it left a haunting reminder to man of greatness changed to ruins. It is as though the name Babylon were a code word for a fallen fortress, for a society uncertain of its values, for a warning which the Old Testament called "handwriting on the Wall."

This course will examine works by writers whose messages come by way of Babylon.

Alas, Babylon. Pat Frank

The Four Horsemen of the Apocalypse Periods 2,3,4,5, & 6

"And they (the Horsemen) were given power and a fourth of the earth, to kill with sword and with famine and with pestilence and by wild beasts of the earth." Revelations 6.8. The scourges of conquest, war, famine and death have been with man since Biblical times. Today, in spite of advanced culture and technology, man has not yet over come any of these dreads. In this unit, we will examine three of the four Horsemen through the writing of prominent authors.

The Moon Is Down. John Steinbeck
All Quiet on the Western Front. Erich Maria Remarque
Nectar in a Sieve. Kamala Markandays

Moments of Decision Periods 3 & 6

Each of us must make decisions every day. As you read these course descriptions, you are preparing to make a decision. Sometimes the making of a decision can be a very difficult task. Often we are forced to make decisions in a hurry. What happens if we make the wrong decision? This, of course, depends on the situation. It can mean the difference between being alive and being dead. If we decide to pass a car at the wrong time, this decision might be our last decision.

The theme of decision making is common to much literature. The selections chosen for this unit will all have a decision-making theme. We will be reading selections by such noted people as JOHN F. KENNEDY, NORDHOFF & HALL, A.CONAN DOYLE, MARY STALZ, and ALAN E. NOURSE.

Mythology Periods 1 & 2

The gods and goddesses played a vital part in the lives of ancient Greeks and Romans. In this unit we will read many of the myths surrounding the Greek and Roman deities and see how the gods influenced various aspects of daily life, including literature, art, religion. We may even discover that the gods may affect our lives today.

Myths of the Greeks and Romans. Michael Grant

Fort Hunt Elective English Program
9th and 10th Grade Course Description
Sixth Unit

EVER SINCE EVE — Periods 2,3,4,5, & 6

For men and women, boys and girls, the battle of the sexes goes on and on. Who should "wear the pants"? Who should be the boss?

Since it's Spring and young fancies "lightly turn to thoughts of love," let's turn to literature and read about some men and women who engaged in the ever-recurring battle. Shakespeare shows us how a shrew can be transformed into a loving wife. Isben shows us how a wife who is treated as a doll reacts. Shaw gives us the story of a wife who must choose between a young poet and her clergyman husband and chooses the weaker man.

Let's see how these famous authors handle the struggle that has been going on ever since Eve.

Taming of the Shrew. Shakespeare
Doll's House. Ibsen
Candida. Shaw

WHAT'S FUNNY? — Periods 2,4, & 5

It is as hard to make people laugh as it is to make them cry. Many skilled writers will invite you to view problems with a critical detachment, and if you can achieve the same mood as the writer, enjoy laughing at the weaknesses of others and of yourself. A light and amusing look at life may not always make you laugh, but it can provide a balance and a perspective for accepting the human condition. Humor is human, and humans are humorous.

My Life and Hard Times. James Thurber
The Skin of Our Teeth. a play by Thornton Wilder
The Matchmaker. A play by Thornton Wilder
Animal Farm. George Orwell

FLOWER POWER — Periods 1,2,3,5, & 6

The world is too much with us.....
....Little we see in Nature that is ours.

This unit takes as its theme warm, human experiences with more than a bit of wry humor and sheer lunacy. Escape the hang ups of everyday life and share in a delightful happening and Please Don't Eat the Daisies.

Lilies of the Field. W. E. Barrett
Please Don't Eat the Daisies. J. Kerr
Reflections on a Gift of Watermelon Pickle. S. Dunning, ed.
Rhubarb. H. A. Smith

THE QUEST — Periods 1 & 2

Come on a search for experience, for adventure. This course will explore the spirit of contemporary man, and his thoughts about all kinds of subjects as he expresses them in essays, poetry, and short stories. We'll also explore our own feelings about various ideas and express ourselves in writing.

Edge of Awareness. ed. Ned E. Hoopes & P. Rich
American Verse from Colonial to Present. ed. Oscar Williams

THE ESSENCE OF CREATNESS! Periods 1,2,4, & 5

Biography, by its very nature, is a close cousin to history. The relationship is strongest when the subject of the biography is a public figure. Thomas A. Edison and Sam Houston are two of the several outstanding men and women which we will study in this six-week unit. Biography can be long or short, serious or light in tone, but its main essential is that it tells of an actual life, the story of a real person.

Profiles in Courage. J. F. Kennedy
Collection of American Biographical Sketches

THE MAGIC OF FOLKLORE Periods 1,2,3,4, & 5

"Folklore, in its widest extent, is a body of oral traditions, art and superstitions of any society."

The basic idea of this unit is to explore American folklore and provide insights into what the people of the past thought and feared during their lives.

Folklore reflects a popular vernacular of a particular region. We will explore traditional narratives, old-timer's memories, pithy sayings, ghost stories, ballads, and other outrageous exaggerations.

A Treasury of American Folklore

SO YOU WANT TO WRITE A SHORT STORY! Periods 1,2,4,5,& 6

A careful study will be made of short stories written by some of the world's best writers. Some of the principles regarding the construction of the short story will be taken up as we read, read, read, and enjoy many good examples of this literary vehicle. Then it will be your turn.

If you think you have a sense of form and considerable power of invention, come along and CREATE.

Fifty Great Short Stories. Milton Crane, ed.

FANTASTIC JOURNEY! Periods 1,2,3,4, & 6

The itinerary is planned; the guides are hired; and transportation will be provided (although it may be rather varied!). Our first stop is Lonely Mountain, and the guide is a far wandering hobbit named Bilbo. Then we're off to Shangri-La, an enchanted place set in the hidden mountains of the Blue Moon where no one grows old. Finally, in the company of a very pleasant computer called Hal, our destination will be a planet on the farthest edge of the Solar System. Fantastic experiences are guaranteed, and the cost is small indeed. You'll need only The Hobbit by J.R.R. Tolkein, Lost Horizon by James Hilton, and 2001 A Space Odyssey by Arthur C. Clarke.

POINT OF VIEW Periods 3,4,5, & 6

Hardly in keeping with the levity of the upcoming season, this unit will deal with the focus of narration or point of view in various literary genres. The subject matter chosen to study this technique will include the short stories "A Rose for Emily," "The Killers", and "I Want to Know Why" and the novel Beau Geste. An analysis of a controversial news item from the liberal and conservative points of view will also be studied. The works in this unit will be intriguing, challenging, and enlightening if one chooses to look through the eyes of the various characters.

Beau Geste. Percival Wren
"A Rose for Emily". William Faulkner
"The Killers". Ernest Hemingway
"I Want to Know Why". Sherwood Anderson

"THE IMPOSSIBLE DREAM" Periods 1,3,4,5, & 6

Each sampled imagination;
Each followed "The Impossible Dream."
One Fled from a realization
Of reality's too harsh scene.
One stumbled upon temptation
To revel in the Narcissus scheme.
They each supply a character
Of this next intriguing theme.

The Picture of Dorian Gray. Oscar Wilde
The Glass Menagerie. Tennessee Williams
Man of La Mancha. Dale Wasserman, Joe Darion, Mitch Leigh

WHO KNOWS? Periods 1,2, & 6

On Monday March 17, 1969 a Miami-bound Venezuelan Airliner with many Americans aboard crashed and exploded in a residential area moments after take-off. This DC-9 jet lost altitude after take off from Maracaibo's Grano Do Oro airport and hit a high tension pole. The plane spun with the impact and fell in pieces to the residential area below. Approximately 150 people were killed and about twenty houses were destroyed.

Why did this happen? Was it a freak accident that has no explanation or was it an incident that was part of a larger cosmic design? Why were these people killed? Why were these homes destroyed?

In this unit we will investigate the role of fate in man's life. We will read The Bridge of San Louis Rey and The Lost Horizon. In both of these novels there is an "accident." Was it planned?

SPEAK OF THE DEVIL Periods 3 & 6

The Devil, in one form or another, has been around as far back as we have any record of human existence. He made his appearance as a serpent in the Garden of Eden, and since then has appeared in many forms in spoken tales and later in literary recordings of many writers.

Throughout the New Testament the devil was actively working to win the souls of mankind. Each literary generation has portrayed the Devil in a manner that best fit the techniques and tastes of that period. In his roles in literature, the Devil is often more honest than the people with whom he associates.

In this unit we will read a collection of short stories about the Devil by such famous nineteenth and twentieth century writers as Washington Irving, Stephen Vincent Benet, John Masefield, Nathaniel Hawthorne, Herman Melville, Edgar Allan Poe, Rudyard Kipling, Guy de Marpassant, and John Collier. We will also read and study that great modern Gothic masterpiece, Rosemary's Baby, by Ira Levin.

Written assignments will include the writing of an original short narrative which has the Devil as a main character.

ELECTIVE ENGLISH PROGRAM FOR JUNIORS AND SENIORS
Fort Hunt English Department
Second Six Week Unit, 1969-1970

THE GENERATION GAP: THE ETERNAL SCHISM

The timeless quality of the relationship between youth and age will be the major theme of this unit. Contrary to the beliefs of most young people, the generation conflict is not a product of the contemporary scene. Protest and rebellion by the young against the older generation is as old as man himself. Today's young people believe their situation is unique. They view the adult world as a decadent, meaningless, mechanical place filled with hypocrisy and false values -- just consult Holden Caulfield! Although the technique of brandishing placards and sitting in or out of buildings may be new, the causes span all time. These same feelings of a lack of rapport and an inability to communicate with the establishment which are voiced by young people, appear in the literature to be examined in this course. A Death In The Family demonstrates the twentieth century viewpoint, while The Way Of All FIesh and Fathers and Sons convey the sentiments of the nineteenth century.

A Death In the Family. James Agee
The Way of All Flesh. Samuel Butler
Fathers and Sons. Ivan Turgenev

THE TRAGIC LOVE STORY

Mrs. Wieczorek
Periods 1, 4, 5, & 6

The three works in this unit reflect the tragedy of human beings when love becomes the excuse for passion. Each represents a different culture in which the environment significantly hinders a major character's ability to face reality. Our prime emphasis will be on Hardy's portrayal of the lovely, willful Eustacia Vye and her life in the wastelands of Egdon Heath in The Return of the Native. The two shorter works cover the love stories of a Swedish aristocratic family in Strindberg's Miss Julie and the Japanese geisha women in Kawabuta's Snow Country.

The Return of the Native. Thomas Hardy
Miss Julie. August Strindberg
Snow Country. Yasunari Kawabata

THE LONELY I

Mr. James
Periods 2, 3, 5 & 6

Adolescents are frequently told that the teenage years are the most carefree in life -- so frequently, in fact, that they almost begin to believe the statement to be true. But the teenage years are most often anguished times with seemingly endless twists, and no amount of group joining and identification can remove the loneliness that permeates the period. In this course we shall examine the ways in which several writers have presented the condition of loneliness in growing up. We shall go beyond to see to what extent alienation of man from man has become a fact of twentieth century existence. Our major texts shall be:

The Heart is a Lonely Hunter. Carson McCullers
The Loneliness of the Long-Distance Runner. Alan Sillitoe
Death In Venice. Thomas Mann

We shall also read selected short stories, and we hope to obtain several films for showing.

Page
Juniors & Seniors
Mrs. Hall
Periods 2, 3, & 6

MYTH AND DRAMATIC FORM

This course a study of the myth of Phaedra & Hippolytus, is concerned with five dramatic forms which the myth has assumed during more than 2000 years. The first selection will be Euripides Hippolytus, depicting the innocent sufferer; the second, Seneca's Phaedra, the lascivious stepmother; the third, Racine's Phaedra, a 17th century rendition; two contemporary dramas, Robinson Jeffers' The Cretan Woman and Eugene O'Neill's Desire Under the Elms.

Phaedra and Hippolytus. Sanderson and Gopnik

MAN Oh SUPERMAN?

Mrs. McConahey
Periods 1, 2, 4 & 6

In man's search for himself he often times becomes obsessed with the desire to find out whether or not he is a louse like the ordinary man or one of the few extraordinary men who is capable of stepping over the rest of humanity to become a Napoleon. The question arises, "Do I have the right to do whatever I want to?" In finding out if he can rise above mankind, man frequently commits an act which isolates him from the rest of humanity. In Crime and Punishment, a novel filled with suffering, violence, and emotional crises, the reader learns that man cannot break the tie which binds him to humanity, for if he does, he finds he is unable to tolerate the growing sense of guilt which constantly torments him and becomes his punishment. Dostoevsky's vision of love and peace does not come through extreme individualism and isolation but only through suffering.

Crime and Punishment, one of the greatest novels of world literature, still speaks to us today.

Crime and Punishment. Dostoevsky
Selections from a collection of shorter works by Dostoevsky including Notes From Underground. The House of the Dead, The Dream of a Ridiculous Man, White Nights

WHY? FAULT OR FATE?

Mrs. Adams
Periods 2 & 3

Melville's Captain Ahab raged at the silence of the heavens, for when he questioned the gods, there was no answer. George Bernard Shaw didn't bother to ask the gods, because he thought he knew the answer -- man brings all his troubles upon himself. So we today, amidst the contradictions of human existence, may ask: Is man the plaything of forces beyond his recognition and control or is he the maker of his own destiny? Do we say with Shakespeare's Hamlet that there is "a divinity that shapes our ends,/ Rough-hew them how we will"? Or do we say with Shakespeare's Cassius, "the fault, Dear Brutus, lies not in our stars/ But in ourselves. ."? Modern existentialists deny the validity of the question, but their disapproval will not stop men from asking it. For its relevance to the human condition is as old as the shattered towers of Troy and as new as the bridge at Chappaquiddock. In this unit we will explore three works (two plays and a novel) which pose this age-old question.

Prometheus Bound. Aeschylus
Mother Courage. Berthold Brecht
Tess of the D'Urbervilles. Thomas Hardy

IN THE YEAR 2525

Miss McPherson
Periods 1, 4 & 5

At precisely 6:59 pill NXG59 wore off and one minute later pill ZTM11 took effect. Immediately 612594 opened his eyes. He instantly pushed buttons 0014 and 0015, and his daily uniform and morning freshner kit quickly appeared. In 0.51 minutes he was refreshed and dressed for the day. He pushed button 0019 to record this time -- he was determined to beat 719648's record of 6.23 minutes -- and pushed button 0025 to receive his breakfast pill and glass of water. Twenty-one seconds later he proudly walked out the door of his square, white 10 x 10 x 10 foot room.

This may be the dawning of a new day for 612594, but is it the ending of the age of aquarius? Who knows. Come and discuss the future as presented by Aldus Huxley.

1984
Brave New World and Brave New World Revisited
Anthem

Page
Juniors & Seniors

GROUNDWORK FOR PUBLIC SPEAKING

Mr. Wells
Periods 1, 3, 4 & 6

Do you want to be a leader, or a follower? It is not a predetermined disposition. The ability to speak effectively and forcefully can enable you to lead instead of follow.

In this unit we will discuss what public speaking is and what the five arts necessary for good public speaking are. We will also discuss and work with the different methods of presentation. Each student will be required to prepare and deliver speeches that show good organization.

In keeping with the English program, part of our time will be devoted to writing and correcting composition.

Since this is a basic introductory unit to public speaking, students who have had a course in public speaking should not choose it. More advanced units in public speaking will be offered later in the year.

SEPARATE FROM WHAT?

Mrs. Wilson
Periods 2, 3, 5 & 6

Youth is a time of confusion and rebellion. It is a time in which no one seems to "understand." Why does the adolescent feel the way he does? What are the reasons for the frustrations and feelings of insecurity of the youth of the twentieth century? In the literature of this unit we will explore the problems of the individual who has become alienated from his environment, from his society and himself.

Sartoris. William Faulkner
The Man with the Golden Arm. Nelson Algren
The Stranger. Albert Camus

THE SEARCH GOES ON

Mrs. McGee
Periods 3, 5, & 6

"There are two tragedies in life. One is not to get your heart's desire. The other is to get it." George Bernard Shaw . . . Man and Superman

Every age has its typical, sought-after goals for both individuals and nations. Some are so elusive -- peace, love, security, self-knowledge -- that they have never been reached and maintained by any person or group. False goals are often substituted, notably wealth and status. The search for these panaceas and their attainment often lead to disillusionment, distortion, despair and emptiness for persons and nations.

The Death of a Salesman. Arthur Miller
Babbitt. Sinclair Lewis
The Child Buyer. John Hersey

ONCE MORE, WITH FEELING

Miss Hannay
Periods 1, 3, 4 & 6

Whether "One Last Backward Glance" (circa May-June, 1969) was a box office hit is still debatable but there are those in the Hierarchy of the Powers that BE who feel that, with a reissuing of this epic extravaganza (with a cast of thousands of literary characters) it might still sell. Slightly adapted to a new audience, this unit-road show will endeavor to make studying a little less lethal and possibly more rewarding. Based on a survey of literary history and philosophy, study techniques, exam passing and paper writing, the unit will focus on (after a brief intermission) how to study Sherwood Anderson's Winesburg, Ohio.

THIS IS RECOMMENDED ONLY FOR THOSE WHO SINCERELY WISH TO MAKE SCHOOL LIFE WORTH LIVING. Due to the repetitive nature of this unit, no one from "Backward Glance" will be admitted.

Sorry, no popcorn.

CRITIQUE OF THE SHORT STORY

Mr. Carter
Periods 1, 2, 4 & 5

This unit will deal with the short story as a literary form through the study of the plot and structure of a variety of works by American and European writers. In addition to general critiques of some of the stories, students may as an option write an original short story for extra credit. Texts will be:

BEST SHORT STORIES OF THE MODERN AGE
Short Story Masterpieces

THIRD SIX WEEK UNIT, 1969-1970

THE CRY OF THE MINORITY, PART I

Mrs. Seidel
Periods 1,2 & 4

The Cry of the Minority, Part I concerns the problems of ethnic and racial discrimination in the United States. For many people the promise of the American dream has never been fully realized. Although we contend that America is the melting pot of the world where everyone enjoys equal rights and opportunities, there are many Americans who experience only peripheral acceptance. This survey course will consider the plight of the American Indian, the Oriental, the Jew, the Catholic, the Mexican, and the Puerto Rican in twentieth century America.

Note: An analysis of the Negro in America (The Negro Renaissance, Part II) will be offered the fourth unit of the English Elective program.

The Outnumbered (essays, short stories, poems about minority groups)
RASHOMAN (play)
The Assistant.....Bernard Malamud
The Cardinal.....H.M.Robinson

THE INCONSISTENT VICTORIANS

Mr. Carter
Periods 1,2,4, & 5

"It was the best of times, it was the worst of times." An era of peace, yet an era that sprouted the seeds of militarism; a people who mouthed piety, yet worshipped materialism; an age of enlightenment, yet an age where millions lived in ignorance; a time of great wealth and plenty, yet a time of poverty and starvation. Over this seeming paradox reigned a queen who was a paradox herself. She personified England, though basically she and her family were German. While she ruled an empire that stretched around the world, she was most preoccupied with a man who lay in his grave. She was Victoria, and she gave her name to a period and a people.

This course will study this era, which was not unlike our own - a period of change, of growing disillusionment in the midst of content. The writers to be studied are both establishment and radical, both complacent and aroused. Like today, "it was the best of times, it was the worst of times."

Prose of the Victorian Period.....William E. Buckler (ed.)

AMERICAN GOTHIC: SHORT STORIES AND POETRY OF EDGAR ALLEN POE — Miss Hannay
Periods 1,3,4, & 6

"Why do not American intellectuals welcome Poe as a profound writer, a nineteenth-century existentialist writing about man in extreme situations. An American forerunner of Jean-Paul Sartre or Franz Kafka?"

Perhaps it is because Poe has, too often, been sold out to cheap, second rate "B" horror movies which exploit only the blood and gore. (No offense, V. Price!)

As a quasi-product of the University of Virginia, Poe has received, of late, more serious study at his alma mater. Poe leaves behind the image of the drunken, drug-ridden neurotic to become a true master of style in his roles as poet, writer and critic. It is with deliberation of a gifted artist that he succeeds in achieving his goal, to involve the entire psyche of his audience in an awareness of a particular sensation. In the tradition of Gothic novels springing out of European Romanticism, Poe's writings go one step further to delve into primitive psychology.

The emphasis in this unit will be on Poe's craft - his unique style - and his awareness of the disturbed mind. In regard to this latter point, consideration will be given to Poe's personal involvement with his stories and the roles of both the neurotic and the analyst which he frequently plays.

The final paper will be structured so as to show the student's awareness of Poe's style.

Eighteen Best Stories of Edgar Allen Poe
Selected Poems
Philosophy of Composition

Junior and Senior — Page

THE BAD SEED — Mrs. McConahey
Periods 1,2,4, & 6

Vietnam! Riots! Poverty! Discrimination! Crime! What is wrong with our society? Or better yet, what is wrong with us?

Looking at the defects of society, many people believe it possible to trace these to the defects in human nature, or the bad seed in man. Man is caught -- in his life, his thoughts, his hungers and ambitions, his averice and cruelty, and his kindness and generosity -- in a net of good and evil. John Steinbeck in East of Eden recognizes the bad seed in man, but he also believes that man is given a moral choice between good and evil and thus has the dignity of exercising his free will. William Golding, on the other hand, in Lord of the Flies, traces the defects of society back to human nature and thus concurs with the philosophy that man is basically evil; he has the bad seed.

This unit will explore the very depths of human nature in an attempt to arrive at a better understanding of the nature of man.

East of Eden.....John Steinbeck
Lord of the Flies...William Golding

AND HAVE NOT CHARITY

Mr. James
Periods 2,3,5, & 6

We live, so many of the major spokesmen of the twentieth century tell us, in an age of dreadful night where man seems bent on destroying not only all beauty and meaning in life, but life itself. But is there truly anything that makes life in our century so unique? Is it any more difficult now than at any other time to find understanding to life's eternal riddle? Shakespeare was speaking not of the twentieth century when he had Macbeth classify life as "a tale told by an idiot, full of sound and fury, signifying nothing."

Think for a moment: is there not the small possibility that life has suddenly grown strange and dark because we have closed our eyes to see only the dark interiors of our own souls, and through too much concern with self, have forgotten Saint Paul's dictum that without a complete giving of one's soul to others and to life, life is indeed nothing? Through two strong and beautiful affirmations of the worth of human existence, we shall attempt to end this course not with a bang or a whimper but with a quiet yes to life.

A Mass For The Dead.....William Gibson
Doctor Zhivago.....Boris Pasternak

THE MEASURE OF A MAN

Mrs. Wilson
Periods 2,3,5 & 6

Most young people today are concerned about the future. It is only natural that they ask, "What will become of me? Will I be successful in whatever I attempt to accomplish in my lifetime?" In this course we will look at two individuals who achieve their idea of success only to be ruined. Marshall Henchard, in The Mayor of Casterbridge, is an ambitious man who comes to power and is destroyed by one act — the act of selling his wife and baby at the county fair. Another ambitious man, Silas Lapham, in The Rise of Silas Lapham, is an example of a man who lets his aspirations jeopardize his family's happiness. These two men at the height of their careers believe themselves to be successful. Then why are they both financially ruined? We will attempt to answer the questions: What is a successful man? What causes the accomplishment or defeat of a person attempting to be a success?

Mayor of Casterbridge..... Thomas Hardy
Rise of Silas Lapham..... William Dean Howell

ELECTIVE ENGLISH PROGRAM FOR JUNIOR AND SENIOR

FORT HUNT ENGLISH DEPARTMENT

FOURTH SIX-WEEK UNIT, 1969-1970

GLORY BE TO DAPPLED THINGS

Miss Hannay
Periods 1,3, 4 & 6

...It was in the bleak
winter of our discontent
(advanced stages of senior slump...Ah, Wilderness!)
Tomorrow and Tomorrow and
Tomorrow is another day
April is the cruelest month

IT'S A BIRD
IT'S A PLANE
IT'S A POETRY UNIT!

Rise like the mythical Phoenix - just as you are about to be one in by EVERYTHING - from the ashes of your own funeral pyre, to sing a triumphant and jubilant song with the poet. Like all things dappled, spotted, freckled, changing, we will hopscotch through as much of English and American poetry as is enjoyable - both classical and modern - perhaps to end off with a grand concert of Beatles, John Kay, Simon and Garfunkel and anyone else who COUNTS, including you, the fledgling poet.

...If winter comes, CAN Spring be far behind?

English Lyric Poets 1500-1900
A Pocket Book of Modern Verse

THE NEGRO RENAISSANCE
(CRY OF THE MINORITY, Part II)

Mrs. Seidel
Periods 1, 2 & 4

The Negro Renaissance, The Cry of the Minority, Part II continues the study of discrimination in the United States. In this course the plight of the Negro as he appears in literature will be scrutinized. For hundreds of years the American Negro, a victim of oppression, discrimination, and peripheral acceptance, has been denied even a fragment of that promised American dream. Three contemporary writers have dramatized this conflict of the black man's exclusions from American life and his tortuous search for identification and equality in a white man's world. Richard Wright confesses the experience of a Black Boy in the Jim Crow South, while Claude Brown in Manchild In The Promised Land exposes the problems and conditions confronting the Negro in the slums of Harlem. Herman Sackler in his play, The Great White Hope, discusses the exploits of a champion Negro boxer who strives to find success in a ring reserved for the White man.

The two parts of the unit, (Cry of the Minority Part I and Part II), are totally independent. Students may elect either section without concern that Part I provided a prerequisite for Part II.

Black Boy - Richard Wright
Manchild in the Promised Land - Claude Brown
The Great White Hope - Herman Sackler

THE TRIAL

Mrs. Wilson
Periods 2, 3, 5, 6

In this time of rebellion many question the forces of society which place restrictions on individual freedom. In this unit we will discuss an individual's relationship to the law. Why does a society need laws? Some say the need derives from a weakness in men; others say it is a need to set standards of conformity. To what extent should one be ruled by these laws if he honestly does not believe in their validity? And what price should a man pay for not adhering to the laws set by society? The selections include

Saint Joan - George Bernard Shaw
Inherit the Wind- Lawrence and Lee
The Trial - Franz Kafka
Andersonville Trial - Saul Levitt

THE MEDIUM IS THE MESSAGE

Mrs. Hall & Mr. James
Periods 2, 3, 5, 6

Understand the media and the method of the film the twentieth century's contribution of art form to the world of artistic creation! View representatives of the different types of films: propoganda films, comedies, animated cartoons, documentaries. Study the methods of filmography: production, lighting, editing. Examine the development of the film from the day when Jolson sang on screen for the first time. Delve into the relationship between literature and the film.

Cost for six weeks course: $2.50

CLOSER TO THE TRUTH

Mrs. McConahey
Periods 1, 2, 4, 6

Through his knowledge and understanding man has elevated himself above the other creatures. He has created a society to provide order and security and to develop further his knowledge and skills. During this advance, however, man has neglected many social ills that result from and breed upon his human weaknesses and threaten the very society he has created. Only thorugh exploration of these social dilemmas can man come to understand the problems and work toward their solution.

Crime, mental illness, and racism, three social problems resulting from the lack of attention to and understanding of human needs, form the basis of this unit's literary exploration. In Cold Blood (crime), One Flew Over the Cuckoo's Nest (mental illness), and Black Like Me (racism) will be read by all students. Using one of the novels as a stepping stone, each student will then select a problem area to explore and analyze more thoroughly. Students may work individually or in groups and may use films, magazines, newspapers, and any other material to aid them in their exploration.

One Flew Over the Cuckoo's Nest - Ken Kesey
In Cold Blood - Truman Capote
Black Like Me - John Howard Griffin

YOUR OWN THING

Miss McPherson
Periods 1, 4 & 5

So you like to swing upside down from maple trees and count dandelions in the grass below. Or maybe you love the hustle and bustle of a fast basketball game, or the thrill of whizzing down snowy mountain slopes. Or maybe, just maybe, reading Shakespeare by the fireplace is an exciting experience for you.

Regardless of the result, it is important to discover what makes one feel most at home with oneself. As Chaucer advised long years ago, "Full wise is he that can himself know." Therefore, the object of this course is to help you discover "your thing". Only one book, The Catcher in the Rye, will be read by all. The rest of the six weeks will be devoted to independent study and research. Hopefully, the result will be greater self-knowledge.

A HUNDRED THOUSAND HEROES

Mrs. McGee
Periods 3, 5 & 6

The world has been and is full of woe. Wars and rumors of wars, tyrants, effetesnobs, poverty, censorship, greed, foppery - evil and misery ad infinitum have marked the progress of civilization. Yet man has prevailed and, with him, the comic spirit. Though each age has its special brand of comedy, the best jokes endure and are not idle fiddling. In this unit we will read comic plays that span four centuries and discover the universal aspects of comedy that make men recognize and laugh at themselves and their world.

Twelfth Night - Shakespeare
The Rivals - Sheridan
The Importance of Being Earnest - Eilde
The Odd Couple - Neil Simon
Pygmalian (Literature Book) - Shaw

THE HOMERIC EPIC

Miss Wieczorek
Periods 1, 4, 5, 6
Mrs. Adams
Periods 2 & 3

Of youth and age, of life and death, of tenderest love and most implacable anger, of the highest adventure and the darkest despair, of all the pain and all the glory - Sing Goddess!

There is no way to approach the Illiad and the Odyssey except with a feeling of awe. Here are the characters who have become symbols for all succeeding ages: brilliant Achilles, wily Odysseus, prideful Agamemmon, loyal Hector, resplendent Helen, grieving Hecuba, faithful Penelope. Who is this writer who "suddenly blazes...like a great fire in the middle of an age of darkness"? When we have wondered at the vivid descriptions, the marvellous stories, the structural artistry of this "first and greatest of European poets," we marvel most of all at his timeless humanity. For although nearly every great writer to come after has borrowed from him, still none has surpassed Homer in recognition and definition of the human condition.

The Illiad
The Odyssey Translations by E. V. Rieu

PUBLIC SPEAKING - A MINI COURSE

Mr. Wells
Periods 1, 2, 4 & 5

You may be called on to speak to groups, large or small, many times in your life. Will you be able to express yourself in an effective manner? Public speaking is an art that must be developed. Since there is no year-long course in public speaking this year, a six-week unit is being offered for students who feel a need for and want a course in public speaking.

We will begin with the basic groundwork for public speaking. We will work with the different types of public speaking and the different methods of presentation. Going beyond personal experience for some of the speeches, we will spend time gathering material, organizing this into strong speeches, and delivering these speeches.

Fort Hunt Elective English Program
11th and 12th Grade Course Description
Fifth Unit

COMPOSITION — Periods 2 & 4

"Learn to write well, or not write at all." John Dryden

Learning to write well is essential to both the college bound and the business student. To achieve clear, correct written expression will be the aim of this course. We will begin working on sentence and paragraph structure, building to the theme, including descriptive and informative writing. Emphasis will also be placed on improving word power--vocabulary, spelling, and mechanics. Class participation will involve both writing and criticism. No text will be required.

VOICES FROM THE FRONT PORCH — Periods 2, 3, 5 & 6

It is twilight now. The voices from the front porch are quiet voices, for all sounds are muted now as day has stopped in order to regard itself. Beyond the porch, towards the red sun sitting on the line of distant pines, someone is poisoning for the weevil, and an arch of spray swings over the cotton fields.

The South now lies in a period of twilight, waiting, we fear, for inevitable night. But the South as a distinct unit, whose death was announced twenty years ago, is still there, clinging proudly, stubbornly to life. Twilight is a period of day distinct from night. It is of this time that new Southern writers, quiet voices to follow Faulkner's, speak.

A Long and Happy Life. Reynolds Price
The Ponder Heart. Eudora Welty
To Kill A Mockingbird. Harper Lee
The Names and Faces of Heroes. Reynolds Price

THAT SHADY LADY — Periods 1 & 2

Satire had always had a questionable reputation.

It lacks the soothing quality of comedy, which lets us laugh at ourselves comfortably and good-naturedly. It lacks the profound compassion of tragedy, which lets us have pity on our own human failures.

Not so the ogre, satire.--"fools rush into my head, and so I write," says Pope, characterizing for all time the role of the satirist. Satire is often a savage art, because it treats of a savage subject: the vulgarity and the hollow pride that pick away at civilization, threatening its very foundations. It exposes the folly of man.

The special form of folly that plagues our time is an unmerited and unreasonable belief in progress, at all costs, for its own sake, in the face of sometimes--embarrassing, but well established, facts of human nature. We hail, for instance, our scientific achievements, as proof that, in every way, the world, and life, gets better every day. Within these same achievements lie the unsolicited by-products of total war, overpopulation, brainwashing, over-production, and that joy of all joys, anxiety.

The satire studied in this unit attacks various forms of - quote - progress, and in so doing, also range through the major techniques that "shady lady", satire, without regard for reputation, has employed.

Modern Satire. Alvin B. Kernan

BIG LONELY I Periods 1, 3, 4, 5, & 6

Do you believe with John Donne that "no man is an island" or do you agree with Val in Orpheus Descending by Tennessee Williams: "We're all of us sentenced to solitary confinement inside our own skins"? The question of human loneliness and inability to communicate is considered in each of the following selections that will be read and evaluated in this unit.

The Glass Menagerie. Tennessee Williams
Twice Told Tales. Nathaniel Hawthorne
An American Tragedy. Theodore Dreiser

FOR WOMEN ONLY (Gentlemen Cordially Invited) Periods 1,2,4,5,& 6

If a book was ever published promising to thoroughly explain her, to give a guided tour through the psyche of woman—it would be a best seller. Unfortunately, we have only the real thing to study in grand detail—marvelous, enchanting, frail, witchy enigma that she is. Long before woman got the right to vote, to take cigarette in hand, to wear pants and to drive the family Rolls, she had set out to put her very personal stamp on the world she had in mind to conquer and lay in waste at her feet. For the inside scoop on how to do it—French, British, and American style—try:

Madame Bovary-Gustave Flaubert
The Old Wives' Tale. Arnold Bennett
The Group. Mary McCarthy

INTEGRITY VS. THE FAT GODS — Periods 1,2,5, & 6

40

"What shall it profit a man, if he shall gain the whole world, and lose his own soul."

"The fat gods of the new materialism are all about us demanding our energies.."

Modern man's struggle in the iron-bound landscape of urban America under the excoriating pressure of money provides the basic theme for this study. "The world is too much with us and there has never been so much world." In this desperate era of the suffocating suburbs, the supermarket, and the status symbol, how does man maintain individual standards? The nerveless state of well-being which affluence has created overshadows man's integrity, his love, and his principles. This study of the moral climate of America will consider the decay of standards, the fast-buck philosophy, and the corporate conscience. Man's integrity, that vitality which defines the true self, must somehow be extracted from these pressures.

The Rise Of Silas Lapham. William Dean Howells
All My Sons. Arthur Miller
The Winter of Our Discontent. John Steinbeck
The Adventures of Augie March. Saul Bellow

WHAT PRICE VICTORY? — Periods 1,3,4,5,& 6

"ARMISTICE SIGNED-END OF THE WAR." "DANCING IN THE STREETS OF MANY AMERICAN CITIES GREETED THE NEWS THAT THE ARMISTICE ENDING THE WAR HAD BEEN SIGNED." "JAPAN SURRENDERS-ALLIES VICTORIOUS."

These headlins declared the military victories of the two world wars of this century. But behind these headlines of who won and who lost were the personal victories and defeats of the individuals on both sides. These individuals had their own struggles of survival in a time of bitterness, despair, and frustration. In their minds rose questions of the purpose, meaning and justification of war and their personal commitment to it. In their lives grew conflicts between their answers to these questions and the realities of war.

In this unit we will study three novels and selected poetry written about World War I and World War II. These great works vividly reveal this struggle between the individual and war.

All Quiet on the Western Front. Erich Maria Remarque
Catch-22. Joseph Heller
The Naked and the Dead. Norman Mailer
Selected Poetry
Movie: "The Caine Mutiny" which will be shown April 15th

FRIENDLY PERSUASION — Periods 2,3,5

Words flood and flow around us everyday. We're surrounded by an overwhelming deluge of word upon word upon word upon word. We read straight words, slanted words, crooked words, and words tainted slightly pink. Words join other words; they collide and form groups of words. Words of fiction join words of fact. Statistics slide and glide among the various groups. Fact becomes fiction; fiction becomes fact. So what do we believe?

In this course we will try to learn to distinguish between fact and fiction in current publications. We will investigate the difference between subjective and objective writing in recent issues of Newsweek, Time, Saturday Review, Life, National Review, New Republic, and Atlantic Monthly.

DO WE NEED POETRY? Periods 1,2,3,4,5,& 6

Today most Americans do not find time for poetry. Many of us think of poetry, if we think of it at all, as a pastime incompatible with our busy lives or as a course of study reserved for those few who can understand it. And yet, for well over four thousand years, poetry has occupied a central position in human life. Early societies revered their poets as highly as they did their gods; later societies have thought of poets not as divine, perhaps, but as inspired and capable of expressing clearly, economically, and beautifully those ideas most vital to human life. Why then has our age been the first to ignore the voice of the poet. Do we need poetry any less? Or is it that we hear too many voices, some urgent and needful no doubt, but others calling us eternally to measure out our lives with coffee spoons?

In this course we will attempt to disregard those other voices for just long enough each day to heed the voice of the poet, to discover for ourselves that poetry still speaks of the vital concerns of life: courage, sorrow, love, beauty, death. . .We will read all types of poetry by poets of all ages. We will try to determine whether or not modern man can afford to live without it.

A Concise Treasury of Great Poems.
A Handbook for the Study of Poetry.

THE NAZI ERA: HOW AND WHY? Periods 2,3,4, & 6

The rise and fall of Adolf Hitler should be studied by every student as a part of the history of modern man. It should be studied not just for what it can teach us about Man and Government, mass behavior and psychology or the dilemma of modern man, but also for what this bizarre story can teach us about the mass reactions, the fads, and the demagogues of today. Was Adolf Hitler the cause of World War II of 60,000,000 deaths - or was he only one of many demogogues who could and would have stepped forward to shape and express the fears and needs of the German people at that time? What could an ordinary citizen have done? Would Americans have reacted differently? Do we place the blame on individuals or on the forces at work in the post World War I era? Do we have the right to place the blame at all? To answer these questions we must ask two more: How did Hitler do it? and why?

The Rise and Fall of the Third Reich. W. Shirer

MEN IN CONFLICT WITH SOCIETY Periods 1,2,3,4, & 6

Protest. A social phenomenon which today seems to justify its existence for its own sake. But what is protest for? What is its goal? What started the idea in modern Western society? This course will present an examination of some of the reasons men have rejected the mores of their times to help the student realize why individuals sometimes feel that society is out of step.

"Civil Disobedience" & Walden. Thoreau
Enemy of the People. Ibsen
The Nun's Story. Hulme
Look Away, Look Away. Haas

Elective English Program For Juniors and Seniors

Fort Hunt English Department

Fifth Six Week Unit, 1969-1970

TIS BETTER TO HAVE LOVED AND LOST

Mrs. Seidel
Periods 1, 2, 4

"It is merely bad luck not to be loved; it is a misfortune not to love at all."
- Camus

Love has inspired man to express his emotions, his happiness, and often his tragedy. Floods of love rhetoric have poured out, each age having its own conventions for expression, and each writer his individual interpretation for expressing that most revered emotional state. While love has elevated man to lofty heights, the rejection of love has become man's greatest tragedy. Many authors through the centuries have traced the despair and hopelessness of a love denied, a love forsaken, or a love spurned. However, in a single voice artists have concurred with Tennyson:

"Tis better to have loved and lost
Than never to have loved at all."

This unit will explore the tragedy of forsaken love through the writing of four continental authors:

The End of the Affair - Graham Greene (Novel)
Cyrano de Bergerac - Edmund Rostand (Play)
Axe - Sigrid Undset (Novelette)
Short Stories of Katherine Mansfield

MAN AND THE SEA

Miss Wieczorek
Periods 1, 4, 5, 6

Man at sea is an idea that has intrigued many authors and readers. What happens aboard ship where man resist tyranny by defying established authority? What happens aboard ship where men cut off from all land contact attempt to survive as they bob on the ocean? A ship is a microcosm of life itself; aboard ship there is a hierarchy of existence and rank such as exists in no other arena; men struggling against danger and death often have to define their existence and themselves in terms of their ship and shipmates; man at sea confronts absolutely bare nature and perhaps, God. This unit will analyze man within the microcosmic society of the ship.

Benito Cereno, Billy Budd - Herman Melville
Men against the Sea - Charles Nordhoff & James Hall
Caine Mutiny - Herman Wouk

THE WORLD IS TOO MUCH WITH US

Mrs. Adams
Periods 2, 3

The world is too much with us; late and soon,
Getting and spending, we lay waste our powers;
Little we see in Nature that is ours;
We have given our hearts away, a sordid boon!

So wrote the poet, William Wordsworth, in the early nineteenth century, lamenting his countrymen's refusal to open their hearts and feel their kinship with

Nature. So do some voices cry today but with a difference. In Wordsworth's time, Nature was still there, even if Man refused to acknowledge her. In our time, "getting and spending" has not only made us the alienated, dissatisfied creatures that Wordsworth knew it would, but also has brought to the brink of destruction that Nature which the poet correctly saw as Man's refuge and his source of strength. Indeed, we have nearly destroyed the Earth to achieve the World. Only now are we beginning to heed these voices that have borne witness to Man's eternal dependence upon the Sea, the Creatures, the Sky, and the Earth.

The Nigger of the Narsissus - Joseph Conrad (Novel)
The Bear - William Faulkner (short novel)
The Laurel Poetry Series Wordsworth (Poems)
Selections from Jean Jacques Rousseau and Henry David Thoreau (essay)

NON SERVIAM

Miss Hannay
Periods 1, 3, 4, 6

In the era of the Silent Majority, there are those, especially the young who without benefit of beads, beards, or bellbottoms, feel all the confusion, all the restlessness and all the stifling of parental concern. To suffer quietly, in isolation the pangs of the revolutionary spirit without benefit of vocalization or demonstration is to nurture a much more profound, more personal encounter with life, the Establishment, and its institutionalized world of Church, State and family. Divested of the support of the impassioned masses, the individual faces a private storm which threatens him. At the point of greatest resistance, he quietly murmurs "Non serviam" - "I will not serve."

Inevitably, Time overcomes all contestants in the unhurrying chase. Then comes the time for looking back - "I was so much older then,
I'm younger than that now."

Sadly life is seen so clearly in retrospect, with all its richness and flavor confirmed or maybe only discovered in later years.

Grow with young Franny and Zooey, with romantic Amory Blaine at Princeton and Charles Ryder at Oxford. Then pause with the latter as he re-examines his youthful experiences and those of his family of friends as they silently reject their world and today must live in light of those decisions.

If nothing else, it may make you a little less critical of people over thirty.

Franny and Zooey - J. D. Salinger
This Side of Paradise - F. Scott Fitzgerald
Brideshead Revisited - Evelyn Waugh

THE READING EXPLOSION

Mrs. Hall
Periods 2,3,6

Increase your reading speed and comprehension with programmed material and timed reading activities. Skimming, scanning and spotting skills emphasized.

This is a differentiated reading program for the individual and each student will chart his own progress.

SRA Better Reading
New York Times

THE AWARENESS OF EVIL

Mrs. Wilson
Periods 2, 3, 5, 6

In this time of upheaval many people question the different evils which they feel are apparent in our society. All of us retain among our earliest memories the experiences that first bring home to us the existence of evil, or some particular form of it: the moment we realize that people can tell lies, that friends can be heartless, that the world contains deceit, betrayal, dishonesty and pain among its common occurrences. The works in this unit are concerned with human beings who come face to face with evil, who recognize it in themselves and others, who see the conflict between good and evil as a current problem.

The House of Seven Gables - Nathaniel Hawthorne
Heart of Darkness - Joseph Conrad
Secret Sharer - Joseph Conrad
Selected Short Works of Henry James

THE WORLD OF FACT AND FICTION

Mr. Carter
Periods 1, 2, 4, 5

This unit will approach the character analysis theme assignment through a study of Henry Hethloff's biography of Huey Long of Louisiana and Robert Penn Warren's Pulitzer Prize winner, All the King's Men, a novel which many people believe is based on the political career of Huey Long. These books not only present to the reader a chance to contrast a fictional character with his real-life counterpart, but also invite him to compare the auras of fantasy which seemed to exist in both men's worlds. The film of All the King's Men will be shown if scheduling can be arranged.

THE PLAY'S THE THING

Miss McPherson
Periods 1, 4, 5

Days - creeping, curling, sliding - come
They slap and punch -
and quickly run
or....
they soothe and calm and rest us
for awhile
or sometimes....
sometimes.....when life is bright
and dandelions glow
the days are fresh and bright and clear,
they skip and jump and shout our JOY!
on days like this--
We love our life
and know that all goes well
BUT WHY???
are some days dark and muggy black
with treasures half concealed?
is the problem deep in us--or in our chaotic world?

Both Shakespeare and Wilder raise these questions - as well as many others.
Come and read their answers.

King Lear - Shakespeare
Our Town - Thornton Wilder

TURN ON TO TOLKIEN

Mrs. McConahey
Period 1, 2, 4, 6

Let us go you and I on a journey through Middle-earth, the land of hobbits, elves, dwarfs, ents, orcs, beornings, and wizards. On our journey we will take Tolkien's trilogy The Lord of the Rings. The Lord of the Rings has become the center of a cult and has captured the imagination of many readers. Enthusiasts have banded together in Tolkien societies to write letters in Elvish and discuss the nature of the Middle-earth culture. Sweatshirts are inscribed with "Go-Go Gandalf," and buttons say "Frodo Lives." The compellingly detailed and authentic imaginary universe seem an appealing alternate to our own chaotic world. However, Middle-earth is not simply a never-never land of James Bond or science fiction, but a realm in which moral problems are taken seriously, and it is possible--not easy--but possible to make right decisions. In Middle-earth we do not retreat from reality; through fantasy and myth, we rediscover it. By journeying through The Lord of the Rings, we will see our world and something beyond. Escape if you wish--but rediscover as well.

J. R. Tolkien's Trilogy - The Lord of the Rings
1. The Fellowship of the Ring
2. The Two Towers
3. The Return of the Ring

APPROACHES TO CRITICAL ANALYSIS

Mr. James
Periods 2, 3, 5, 6

Are you looking for a course filled with stimulating and inspiring readings, violent class discussions--all the things that leave you starry-eyed and floating? Look elsewhere.

Have you been thinking that you might like to indulge in six weeks of rather mundane, sometimes taxing work with major emphasis upon developing a deeper understanding of approaches to literary criticism? Have you been wondering if you shouldn't have a better understanding of literary terms before you face college English?

Literary criticism often seems a maze of specialized tastes, tactics, and terminology. In this course we shall examine five major contemporary approaches to criticism--Moral, Psychological, Sociological, Formalistic, and Archetypal--and read essays that further define or illustrate each approach. Hopefully we, like Alice in Wonderland, shall make order out of the maze--

Five Approaches to Literary Criticism - Wilbur Scott

DESCRIPTIONS AND A FOUL, HUMPH-BACK TOAD

Mrs. McGee
Periods 3, 5, 6

Descriptions of intelligent criminals are fascinating to us all. Shakespeare's Macbeth and Richard III are plays with villain heroes. Some of the common attributes of the dramas--melodramatic theater techniques, Machiavellian characters, and "blood will have blood" themes--have made them popular with audiences from Shakespeare's time to our own.

Fort Hunt Elective English Program
11th and 12th Grade Course Description
Sixth Unit

ONE LAST BACKWARD GLANCE

Periods 1,2,4,5, & 6

So you're going to college (tra-la, tra-la) and you know it all now...only BIG problem is getting two 50 yeard line tickets for the Harvard-Yale game in the fall...

Well, before you're snowed under by Western Civ., English Comp. and Phil. 101...before you take up permanent residence in the library...before first semester grades get sent home to your parents...and all that jazz— like maybe we should try our luck at learning HOW to study...Knowing what to look for is half the battle so...once more, WITH FEELING!

Six Great Modern Short Novels (The Bear. William Faulkner
The Dead. James Joyce)

"BEHIND EVERY SUCCESSFUL MAN"

Periods 2,3,4,5, & 6

The writer of historical fiction often adds the touch of charm and excitement that brightens the "pages of history." The novels for this unit depict for us life in Chaucer's England and the war-torn era in France centering on Napoleon's rise to power. In both books, the writers highlight the influence of one woman on the lives of important men--Katherine, who married the Duke of Lancaster and directly affected the heirs to the English throne and Desiree, who was Napoleon's first sweetheart and later the queen of Sweden.

Katherine. Anya Seton
Desiree. Annemarie Selinko

THE BIBLE

Periods 1,3,4,5, & 6

Judged as a work of literature, the King James version of the Bible has been called "The Noblest Monument of English Prose". In addition to studying the Bible for its literary merit, there is a more practical motive. Novelists, poets, and dramatists of each literary generation have drawn material from Biblical passages, and it is difficult to comprehend and appreciate the meaning of their work without a knowledge of the Scriptures. In fact, as Cryil C. Richardson, editor of The Pocket Bible, states in his introduction, "No one can count himself educated until he has read widely in the Bible."

The Pocket Bible: The Old and New Testaments in the King James Version

ADJUSTMENT: THE HANDICAP OF MATURITY

Periods 2,3,4, & 6

John Keats writes that, "The imagination of a boy is healthy, and the mature imagination of a man is healthy; but there is a space of life between, in which the soul is in fermont, the character undecided, the way of life uncertain. . ." The truly sad aspect of this statement is that the interval which it mentions has no upper time limit; it can affect the teenager or his parents for both are heir to the human condition and both can find themselves faced with the problems of establishing or reestablishing values, with the task of giving life proper and certain direction. In the span of this course, we will meet characters who are plagued by the soul's ferment and who stand in need of healthy adjustment if maturity is their goal.

A Separate Peace, by John Knowles
Billy Liar, by Keith Waterhouse
Demian, by Hermann Hesse

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THE SILKEN THREAD — Periods 3 & 5

A thin silken thread tangles our joys and fears together. When this thread is strong, it can be gently tugged and coaxed to the surface of the mind. There its treasures can be explored and a wondrous delight begins. On the other hand, when the thread is weak, it can snag on a fear or tighten around a joy. Then its treasures are lost and the undiscovered self remains a mystery. In this course we will watch the silken thread of self discovery unravel in four modern plays:

The Cocktail Party, by T.S. Eliot
The Zoo Story, by E. Albee
The American Dream, by E. Albee
A Thousand Clowns, by Herb Gardner

GRAMMAR — Periods 1,2,3,4, & 6

Seniors who face placement tests in College English departments next fall and Juniors who will have a course in the term paper when they start their senior year (not to mention their foray into the land of College Boards) might consider this unit on basic English grammar. Emphasis will be on mechanics, sentence structure, and common errors which often cause problems in student writing. The text will be furnished.

For the writing requirement (Theme of Ideas) in the sequentially developed theme series, students will read Anatomy of a Murder as an independent study project. Class discussion of the book will precede the writing assignment.

IT'S APRIL — Periods 1,2, & 4

Turn off the jet's whine, the scorching screech of rubber on road. Through the insinuating televenglish, the relentless buzzer and squawkbox..Listen...hear the horses hooves and banter of bridle-bells. Listen closer..it's the Miller's Bagpipes and Friar singing, playing on his harp. Look...now we see them— the faithful Knight and the Squire, his son—quite a young Nod in that embroidered coat. There's the Wife of Bath with her wide flat hat. And there's the merry Host of Tavern Tabard, keeping the group together to tell their stories. But far better to let a poet announce them.

It's April. Time to see and listen as Chaucer's pilgrims come riding and squabbling and singing, and telling their wonderful stories.

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The Canterbury Tales, by Geoffrey Chaucer Students will have the option of reading a modern translation or the original Middle English, or a combination of the two.

ELECTIVE ENGLISH PROGRAM FOR JUNIORS AND SENIORS

Fort Hunt English Department

Sixth Six Week Unit, 1969-1970

THE PLAUSIBLE IMPOSSIBLE: ALICE'S ADVENTURES IN WONDERLAND and THROUGH THE LOOKING GLASS — Miss Hannay, Periods 1, 3, 4, & 6

As the Red Queen says:
"It takes all the running you can do to keep in the same place."

So here we are madly panting into the sixth unit and finding ourselves hopefully in the same place but quite possibly a few paces behind.

As the Red Queen also says:
"When you've said a thing that fixes it, and you must take the consequences."

I vaguely remember ages ago some innocent daydreaming murmur about "wouldn't an Alice unit be lovely?"

And so...as this questionable Red Queen says: We'll give Alice (and the White Rabbit, the Dormouse, the Eaglet, Caterpillar, Footman, The Duchess, the Cheshire Cat, the March Hare, the Mad Hatter, the Two of Spades, the Five of Spades, the King of Hearts, the Knave, the Clubs, Hearts, the Red Chess Queen, Tweedledee and Tweedledum, Gryphon, Humpty Dumpty A N D Dinah) a run for her money. She leaves herself open to so many delightful things. She is a bewildering and fascinating mixture of half-adventure, half-chop-logic and shrewd caricature. She gets "curiouser and curiouser": Biography, logic, psychoanalysis, politics, history, culture and just plain sense and nonsense.

Perhaps together we can unravel her--ever so gently--"all in the golden afternoon

Alice's Adventures In Wonderland and Through the Looking Glass....Lewis Carroll

A HOST OF GOLDEN DAFFODILS — Miss McPherson, Periods 1, 4, & 5

Poetry isn't plastic
and it can't buy cars or clothes
It isn't pasteurized or
homogenized
and it doesn't come in an "instant mix".
It rarely has prime time on television,
and it seldom earns a golden record.
It's shy
and aloof
and hard to get to know.
In fact, it often hides on dusty shelves where
people seldom glance.
But when it speaks,
the heart is moved----------
and life is so worthwhile!

In this unit we will read and write poetry. We will use a Handbook for the Study of Poetry and current records to discuss the basic mechanics of the poetic form. Then we will discuss the better known poems in The Treasury of Great Poems.

POETRY--"...that fine madness"

Mrs. Adams
Periods 2, & 3

Poetry is man's most ancient and yet most modern form of expression. It is also the most universal, having held an honored place in nearly every culture that has ever existed. Poetry explores every area of human activity and every shade of human feeling; but human experience, distilled into words by a great poet, is sharpened, defined, stripped of all that is unessential, and made beautiful and eternal. In this course we shall try to determine what poetry is, how it works, and why it has the power to move both our minds and our hearts.

The Concise Treasury of Great Poems.....Louis Untermeyer, ed.
A Handbook for the Study of Poetry.....Altenberred and Lewis

THERE'S A CATCH!

Mrs. McConahey
Periods 1, 2, 4, & 6

It's a giant roller coaster ride--a mind expansion experience. It's exhilarating, hilarious, zany, wild!

Writing about the state of the world, many contemporary authors have turned to comedy as a way of jabbing at the foibles of today's America. Two of the most imaginative works of our time, Catch-22 and Cat's Cradle, are irreverent and highly entertaining. They take us on a giant roller coaster ride and break all barriers of style and mind.

BUT THERE'S A CATCH!

We can't get out--we can't simply enjoy our ride and the expansion of our minds. Joseph Heller and Kurt Vonnegut catch and trap us in their savage satire and give us a very disturbing insight into man's struggle to maintain his individuality and sanity.

Catch-22.....Joseph Heller
Cat's Cradle....Kurt Vonnegut, Jr.

THE ROMANTIC VISION

Miss Wieczorek
Periods 1, 4, 5, & 6

Beards, long hair, love beads, sandals----
Something new?

A look at early 19th century European society reveals that our modern "hippie" is not really so modern after all. The age of the French Revolution, Napoleon, industrialization and developing democracy nurtured "individualism" to the fullest. Art and the artist were encompassed by a climate of mystery, intrigue, revolt and romance.

Graveyard vigils, black capes, ghost story sessions, midnight rendezvous, women swooning over the club-footed lady killer - Lord Byron, the bigamist--Shelley scandalizing all of Europe by his elopement with Mary Godwin--are just glimpses of this age of nonconformity. Just what were these individuals like and how much did their striving for freedom affect their writing? In this unit we will analyze the Romantic Period through many facets---its society, its music, its poetry, its men.

Laurel Poetry Editions: Wordsworth, Byron, Shelley, Browning, Keats

GRAMMAR

Mr. Carter
Periods 1, 2, 4, & 5 51

Seniors who face placement tests in College English departments next fall and juniors, who will have a course in the term paper when they start their senior year (not to mention their foray into the land of College Boards), should consider this unit on basic English grammar. This will not be a remedial course, but rather a review, with emphasis on mechanics, sentence construction, and common errors which often cause problems in student writing. The grammar text will be furnished. For the writing requirement in the sequentially developed theme series (the argumentative comparison-contrast theme) students will read A. J. Cronin's The Citadel as an independent study program. Class discussion of the book will precede the writing assignment.

THE ETERNAL QUEST

Mrs. Hall
Periods 2, 3, & 6

Mr. James
Periods 2,3,5,& 6

Sling guitar over shoulder, spit on the thumb, and journey through the ages, following the quest of man through literature. Center on the great quests of Odysseus in Greece, Aeneas in Italy, Dante in Hell, Parzival in Germany, Arthur and his knights in France and England, and Dave Bowman in space. Independent study, lectures, films, and slides will be our road maps.

The Odyssey.....Homer (Ed. E.V. Rieu)
Billy Liar.....Keith Waterhouse
2001---A Space Odyssey

GAUDEAMUS IGITUR (Therefore Let Us Rejoice!)

Mrs. Seidel
Periods 1, 2, & 4

To the fading strains of Brahms's Academic Festival Overture, many students will soon bid farewell to their high school careers. For many this will be the last of their formal education, while for others September will hearld a new academic experience. For prospective college students those ivy-covered walls of academe suggest a variety of feelings: freedom, maturity, fear, and charm. This course will storm those bastions of learning for a preview of campus existence. In addition; the unit will consider, through serious reflections, bygone school experiences. What better opportunity than the last weeks of school to reminisce about days past, to explore the future, and to consider some novel approaches to education.

The Prime of Miss Jean Brodie.....Muriel Spark
Stover at Yale.....Owen Johnson
Too Far to Walk.....John Hersey

BREAKING THE READING BARRIER

Mrs. McGee
Periods 3. 5. & 6

Increase your reading speed and comprehension with programmed material, timed reading activities and vocabulary study.

SRA Better Reading
Word Power
Reader's Digest

THE FEMALE QUEST

Mrs. Wilson
Periods 2, 3, 5, & 6

For years women have been striving for equal recognition, acceptance, and opportunity in a male-dominated society. Although decades of struggle have produced an emancipated woman who has limited access to economic, social, educational, and political advantage, the feminine search for identification persists. Modern woman has cast aside many of the shackles which have held her in bondage; however the female quest for self-fulfillment continues. This course will trace the feminine search through the following readings:

Madame Bovary..... Gustave Flaubert
Candida..... George Bernard Shaw
Four Major Plays..... Henrik Ibsen

SHAKESPEARE'S STUDENT PRINCE

Miss Wieczorek & Mrs. Adams
Periods 1,4,5,6 Periods 2,3

A problem for any heir to a throne is the conflict between the desire for a personal life and the preparation for devotion to a country and a people. This is especially true when the prince-regent is a fun-loving teenager. Shakespeare portrays the concern of Henry IV, not only for his political rebels, but for the peculiar fancies of his son, Hal (that seemingly truant prince), in his questionable exploits with the famous, old, fat man - Falstaff. The three "Henry" plays trace for us the changes in a young man as he renounces the "follies" of his youth and proves his personal honor so that he can maturely accept the role of King of England.

Shakespeare:

Henry IV. Part I
Henry IV. Part II
Henry V.

THE RUSSIAN SHORT STORY

Mrs. Hall
Periods 2,3,6

"Literature must become Party literature. Down with non-party literati, down with literary supermen!" N. Lenin

From Russia's first great literary figure, Alexander Pushkin, to the author of Doctor Zhivago, Boris Pasternak, censorship is an old story.

The current of liberalism flows deeply in the writers of Europe's least liberal land. Their compassion draws them to the underdog and against bureaucracy and tyranny in any form.

This liberalism is seen in the rich short story tradition of Russian literature. We will read short stories by Pushkin, Tolstoi, Chekhov, Kostoevsky and others of the pre-revolutionary period and Sholokhov, Pasternak, and others of the Soviet period. We will listen to the poet Yevtushenko recite "Babi Yar" and other poems in Russian and English.

Great Russian Short Stories
Great Soviet Short Stories

THE BIBLE

Miss McPherson & Mrs. McGee
Periods 1,4, & 5 Periods 2,3, & 6

Judged as a work of literature, the King James version of the Bible has been called "The Noblest Monument of English Prose." In addition to studying the Bible for its literary merit, there is a more practical motive. Novelists, poets, and dramatists of each literary generation have drawn material from biblical passages, and it is difficult to comprehend and appreciate the meaning of their work without a knowledge of the Scriptures. In fact, as Cyril C. Richardson, editor of The Pocket Bible, states in his introduction, "No one can count himself educated until he has read widely in the Bible."

The Pocket Bible: The Old and New Testaments in the King James Version

COLOR IT_____ Periods 1 & 2

The night before this unit description has been due, five times in a row I've watched the sun come up.

I watched it while I was frantically picking my brain for some swinging incantation (look that up in your Funk and Wagnall's) to whip you into a frenzied desire to tiptoe through the literary tulips with me. I'm tired. So are you.

Now I'm going to be mulling over the Victorians in my unit. Why the Victorians, especially? I'm not sure. Perhaps because you have a great big hole in your literary background where the Victorians ought to be. Or perhaps because there's something for you in that swinging individualist, Browning. Or in the uptight Tennyson, shook, isolated, groping for the answers-(you already know the questions). Or in the drug-ridden mystic, Thompson. Or in the original hippie, Rossetti. Or in the calm at the center of the storm, Newman. Or in the aching alienation that tortured the Victorians.

Or maybe, just because they're there. Like Rushmore.

Readings from Tennyson, Browning, Arnold, Newman, Ruskin, Mill (Croft Classics)

THE IMAGE ABROAD: MODIFIED AMERICAN OR EUROPEAN PLAN Periods 1,2,5,& 6

"O wad some Pow'r the giftie gie us
To see oursels as ithers see us!
It wad frae mony a blunder free us,
And foolish notion:
What airs in dress an' gait wad lea'e us,
And e'en devotion!"

As summer approaches and the lure of foreign travel attracts us all, it is time to consider somberly the image of the American that is projected abroad. Is he really the boastful, arrogant, blundering fool who believes the entire world will grovel but for a few of his dollars? What truth is there in "the ugly American" -- so naive diplomatically, so cultureless, and yet so willing to comment on the values and traditions of others.

This course will accompany Mr.American on his travels abroad. Through the eyes of three authors, whose perceptions of world cultures are well established, we will tour Europe on far less than $5.00 per day.

Readings: The Innocents Abroad - Mark Twain
The American - Henry James
The Quiet American - Graham Greene
Optional offering: Is It Safe to Drink the Water - Art Buchwald

PRESCRIPTIONS FOR LIFE Periods 1,3,4,5, & 6

Patient: filled with mad impulses and super human desires, discontent with the world.

Malady: SLAVE to REASON, SOCIETY, or the PAST
too willing to set limits
too often separates the possible from the impossible
unable to cut the rope and be free.

Prescription: For the SLAVE to REASON try Zorba the Greek
Live, Live, Live!
Dare to cut the rope and be free.
Don't put the brakes on but go full steam ahead.
What your life needs is a little madness.

For the SLAVE to the PAST try A Streetcar Named Desire
Tear down the columns of the past and consider the earthy joys and desires which give the real flavor to life.

For the SLAVE to SOCIETY try A Thousand Clowns
Withdraw from the world you did not make and create and enjoy a world of your own.

Zorba the Greek - a novel by Nikos Kazantzakis
A Streetcar Named Desire - a play by Tennessee Williams
A Thousand Clowns - a play by Herb Gardner

CURRENT BRITISH THEATRE Periods 2,3,5, & 6

The opening of John Osborne's explosive drama, Look Back in Anger, in the fall of 1956 marked the beginning of a renaissance in British Theatre. This renaissance may well be viewed by history as comparable to the renaissance in theatre during Shakespeare's time. Since 1956 England has taken world leadership in the area of the theatre, producing an astounding number of outstanding plays and playwrights, directors, set designers, critics, and actors.

This course, which will attempt to examine the causes and concerns of this new renaissance, will be divided into two sections. During the first three-weeks' period students will read two representative plays, important examples of major trends in current British Theatre. In the latter part of the course, as an independent study project, students will choose a dramatist or important trend for in-depth examination.

Look Back in Anger, by John Osborne
Rosencrantz and Guildenstern Are Dead, by Tom Stoppard